

PCSD: What we are TIGHT about in the PLC Process

What we are TIGHT about in the PLC Process?	Beyond Proficient	Proficient	Below Proficient
<p>Work in collaborative teams and take collective responsibility for student learning (academic, social-emotional & life skills) rather than work in isolation. Every student is our responsibility. (Becky, Niki, Steve, Lindsey)</p>	<p>Teammate seeks out opportunities to collaborate with others in the building or district to examine and reflect on student data. This may include through building-level or district-level committees.</p>	<p>Every educator is on a team in which they are connected by common students, common skills, and/ or common data that they review and discuss.</p>	<p>Teammate is not engaged in reviewing and/ or discussing data, or does not see the relevance of meeting with their team.</p>
	<p>Team extends discussions beyond their own school, grade-level, or department. They consider the impact they can have on future levels or on the district as a whole (e.g. collaborating across schools or disciplines).</p>	<p>Team dialogue/ discussion centers around student data and how every student has the ability to learn and grow.</p>	<p>Team dialogue/ discussion does not always relate directly to student learning data. May be focused on managerial topics or planning-- or does not address all students' learning.</p>
	<p>Team provides support to outside members to model or coach on how to be a functioning team through the use of norms and commitments.</p>	<p>Teammates are able to be honest and vulnerable together. They both know and follow their team norms and collective commitments.</p>	<p>Teammates avoid meaningful conversations and may know, but not follow, established team norms. May not have collective commitments.</p>
	<p>Teams can provide support to outside members to model or coach on team accountability and conflict resolution.</p>	<p>Team truly has a culture of accountability, where each member counts on one another. They are able to use an established conflict resolution protocol to solve issues.</p>	<p>Teams avoid difficult conversations to maintain friendliness. There is no conflict resolution protocol established or it is not followed/ used.</p>

	<p>Teams seek out extra professional development opportunities based on the data from their students in their classrooms.</p>	<p>Team actively participates and implements district-level PD within their classrooms.</p>	<p>Team attends district-level PD but rarely or never implements the knowledge gained. They may be disengaged during PD opportunities.</p>
	<p>Look Fors to Meet Proficiency:</p> <ul style="list-style-type: none"> ● Data readily available ● Data protocol being used ● Pre & Post assessments ● Active participation in collaboration meetings and professional development ● Positive verbiage centered around students ● Review and use norms to center the group's efforts ● Use of conflict management strategies ● Discussion of shared responsibilities with mutual accountability to those responsibilities ● Discussion and planning to implement best practices derived from action research and or District professional development 		

What we are TIGHT about in the PLC Process?	Beyond Proficient	Proficient	Below Proficient
Implement a guaranteed and viable curriculum. <ul style="list-style-type: none"> ● Unit by Unit ● Power Standard by Power Standard ● Target by Target ● Student by Student 	Proficient AND in an effort to achieve collective efficacy, team members serve as leaders in the school or district by sharing their experiences and their work.	Evidence of every member of the team teaching to the Power Standards and assessing by unit, by standard, by target, and by student.	No evidence of Power Standards being taught or assessed by unit, by standard, by target, and by student.
	Proficient AND in an effort to achieve collective efficacy, team members serve as leaders in the school (vertical articulation) or district by sharing their experiences and their work.	Evidence of unit plans that are aligned to Power Standards and learning targets. The team reviews evidence and makes adjustments based on data.	No evidence of unit plans aligned to Power Standards or learning targets, and/or a lack of consistency between collaborative teammates.
	Proficient AND in an effort to achieve collective efficacy, team members serve as leaders in the school or district by sharing their experiences and their work.	Evidence of differentiation (enrichment/interventions) and scaffolding is present within classrooms. Intervention time, help desks, resource rooms are utilized by staff and students to best meet student needs. The team reviews the data of interventions/enrichments to determine their effectiveness and reflect on potential future changes.	No evidence of differentiation (enrichment/interventions) is present within classrooms. Intervention time, help desks, resource rooms are not utilized by staff and students to best meet student needs or may lack focus.
	Learning targets (as indicators) are implemented, monitored, and assessed with <u>consistency</u> between the collaborative teams (verbiage within targets) AND in an effort to achieve collective efficacy, team members serve as leaders in the school or district by sharing their experiences and their work.	Evidence of learning targets (as indicators) being implemented, monitored, and assessed. Team reviews evidence of learning target proficiency and makes adjustments based on data.	No learning targets are present or discussed, resulting in a lack of implementation, monitoring or assessment.

	<p>Proficient AND teams have created a learning environment where students set their own goals against the learning targets (as part of the Power Standards) and actively monitor their own progress.</p>	<p>The team monitors each student's progress by Power Standard and/or learning target to identify areas for reteaching and support.</p>	<p>Teams monitor class data but fail to focus on individual student progress to support small group instruction or intervention, or data is not aligned to learning targets.</p>
	<p>Look Fors to Meet Proficiency:</p> <ul style="list-style-type: none"> ● Evidence of learning targets, aligned Power Standards, units and assessments. ● Evidence of differentiation (enrichment/interventions) and scaffolding is present within classrooms, as well as intervention time, help desks, resource rooms are utilized by staff and students to best meet student needs. ● Evidence of teachers monitoring each student's progress by Power Standard and/or learning target to identify areas for reteaching and support. 		

What we are TIGHT about in the PLC Process?	Beyond Proficient	Proficient	Below Proficient
<p>Monitor student learning through an ongoing assessment process</p> <ul style="list-style-type: none"> Align CFA (Common Formative Assessment) to power standards Frequent, team-developed common formative assessments 	<p>The team provides students with high quality, team-developed CFAs aligned to power standards that have been unwrapped into clearly scaffolded learning targets.</p>	<p>The team provides students with team-developed CFAs aligned to power standards and learning targets.</p>	<p>CFAs are not team-developed nor aligned to power standards or learning targets.</p>
	<p>Teams continually reviews their CFAs for possible tweaks, changes and improvements.</p>	<p>CFA focuses directly on power standards and assesses for student proficiency.</p>	<p>CFAs are not aligned to the power standards and learning targets.</p>
	<p>CFA data helps drive future instruction, interventions and extensions for students by impacting the team’s long-term planning.</p>	<p>CFA data helps drive immediate instruction, interventions and extensions for students.</p>	<p>CFA are given but data is not analyzed nor does it drive instruction.</p>
	<p>Teams continually reassess for student proficiency after the implementation of interventions and extensions.</p>	<p>Teams reassess student proficiency following reteaching.</p>	<p>Team does not reassess following reteaching.</p>
	<p>Teams continually use a collaborative scoring process that has been calibrated; they frequently score together to ensure use of the same criteria and consistency in their evaluation of student work.</p>	<p>A collaborative scoring process is used by the team who has calibrated their scoring together with the same criteria.</p>	<p>Team is not using a collaborative scoring process.</p>
		<p>Look Fors to Meet Proficiency:</p> <ul style="list-style-type: none"> Teams frequently develop CFA aligned to power standards and learning targets. Teams score the CFA collaboratively using a consistent criteria. Teams use the teaching-assessing cycle to continually reassess mastery following reteaching. 	

What we are TIGHT about in the PLC Process?	Beyond Proficient	Proficient	Below Proficient
Use the results of common assessments to <ul style="list-style-type: none"> • Improve individual practice. • Build the team’s capacity to achieve its goals. • Intervene or extend on behalf of students 	The team consistently discusses and demonstrates the expectation for high levels of learning for ALL students. The team uses a toolbox of strategies and resources to address the needs of the students the data identifies.	The team discusses data to inform instruction and to promote high levels of learning for all students. This data is used to inform the application of best instructional practices for students.	The team does not use data in their planning.
	The team shares best practices designed around remediation, interventions, and enrichments to help other colleagues and teams grow and meet the instructional needs of all students.	The team analyzes data and uses the results in their design of remediation, interventions, and enrichments to meet all instructional needs.	Remediation, intervention, and enrichment are not consistent from classroom to classroom within a building.
	The team shares best practices designed around remediation, interventions, and enrichments to help other teams grow and meet the instructional needs of all students.	The team analyzes data to identify which instructional practices members need to retain, revise, or replace.	The team does not identify which instructional practices members need to retain, revise, or replace.
	Look Fors to Meet Proficiency: <ul style="list-style-type: none"> • Evidence of teachers monitoring and analyzing each student’s progress by completing PCSD Data Protocol as a team. • Evidence of all team members contributing to the discussion focused around the data, student by student. • Evidence of specific groupings of students based on data discussion for intervention and enrichment. 		

What we are TIGHT about in the PLC Process?	Beyond Proficient	Proficient	Below Proficient
<p>Provide consistent systematic interventions and enrichment. Intervention is timely, directive (not invitational), and diagnostic (focusing on specific skills). Students who experience difficulty would receive additional time and support. Students who are proficient would be given the opportunity to extend their learning</p> <p>(Amy, Erin, Marc)</p>	<p>Intervention and enrichment time is utilized daily and provides systematic Tier 2 support across the entire school.</p>	<p>Intervention and enrichment time is scheduled and provides Tier 2 support within the grade level.</p>	<p>Intervention and enrichment is optional and is focused on enrichment or intervention.</p>
	<p>Interventions are tied to power standards, learning targets and utilize rubrics to determine student's proficiency.</p>	<p>Interventions are tied to power standards and learning targets.</p>	<p>Interventions are not tied to power standards.</p>
	<p>Students and staff understand the RTI (academic and behavior) process and staff utilize it to meet the academic and behavioral needs of all students.</p>	<p>The RTI (academic and behavior) process has been clearly communicated to students and staff and is implemented with fidelity.</p>	<p>The RTI (academic and behavior) process has not been clearly communicated to either students or staff and/ or interventions are not implemented with fidelity.</p>
	<p>Collaborative teams analyze student data, discuss, and adjust their own instructional approaches based on what is working and letting go of approaches that are not based on evidence.</p>	<p>Data guides the support that is provided and adjusted based on student evidence of learning and growth.</p>	<p>Data is not used to identify needs and intervention.</p>
	<p>The grade level team or team of teachers (singletons) works systematically to support the needs of the students and takes the lead on the intervention.</p>	<p>The grade level team works to support the needs of the students.</p>	<p>The teacher or teams look to programs or specialized staff to provide the individual student support.</p>
	<p>Student support will be immediate and diagnostic. Meeting student needs as they arise.</p>	<p>Support to students will be timely in order to meet the immediate needs of students.</p>	<p>Student support is provided but is not timely and therefore does not align with the current learning in the classroom.</p>

Look Fors to Meet Proficiency:

- A schedule with dedicated, built in to the school day intervention and enrichment time
- Tier 2 support being given during the intervention and enrichment time (not study hall time)
- Power standard protocol is complete and being utilized
- Data is compiled, provided by all teachers and used during collab meetings to determine needed tiered supports
- Team agendas document specific students' names, targeted skills and strategies for Tier 2 supports
- MS/HS: Canvas assessments, grading and feedback