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| A **LEAD** Teacher uses the PLT process to:  ***HELENSVALE STATE HIGH SCHOOL: A PLC AT WORK*** | A **HIGHLY ACCOMPLISHED** Teacher uses the PLT process to: |
| D:\jdick39\Desktop\43423424.PNGD:\jdick39\Desktop\Helensvale HS transparent.tif   * **Leads and models** an understanding regarding the four critical questions of a PLC to colleagues within the team:   **\***Commitment to clarity and implementation consistency within the team regarding what learning ALL students will receive and when they will receive it. (Question 1)  \*Agreement and commitment to deliver and lead collaborative responses to the common formative assessments. (Question 2)  \*Lead data driven, explicit intervention strategies that respond to the formative data when students have not yet learnt it or already know it. (Questions 3 and 4)  \*Models exemplary practice inanalysingteaching deficits toseek appropriate professional learning for themselves and team members to assist in responding to questions 3 and 4 and uses verifiable learning outcomes evidence to evaluate the impact of this.   * **Proactively and consistently** leads by example to reinforce and model team agreed norms that promote trust, sharing and respect. * **Leads and develops** an understanding in colleagues regarding the three big ideas of a PLC:   \* reinforces a commitment to action that there is collective ownership over **each and every** student and their success within the PLT. (Big Idea 1)  \* leads **collaborative enquiry** beyond cooperation to support and evaluate the ongoing cycle of implementation, reflection and improvement of teaching strategies (Big Idea 2)  \*drives and evaluates highly effective common formative data processes incorporating feedback to measure teacher effectiveness of themselves and others in **improving learning outcomes** (Big Idea 3) | * **Supports others** to develop a greater understanding regarding the four critical questions of a PLC:   \*Models and sharesacontinued focus on gainingclarity and consistency within the team regarding what learning ALL students will receive and when they will receive it. (Question 1)  \*Initiate and ensure the delivery of common formative assessments and the subsequent collaborative discussions. (Question 2)  \*Define and model explicit intervention strategies that respond to the formative data when students have not yet learnt it or already know it. (Questions 3 and 4)  **\***Seeks appropriate professional learning for themselves and team members to assist in responding to questions 3 and 4 and uses verifiable learning outcomes evidence to evaluate the impact of this.   * **Proactively and consistently** reinforces and models team agreed norms that promote trust, sharing and respect. * **Expands understanding** of how the three big ideas underpin a PLC :   **\***Commits to the success of **each and every** student within their own classes and actively supports colleagues to engage with student data to ensure success. (Big Idea 1)  \* Models **collaborative enquiry** to support the ongoing cycle of implementation, reflection and innovative teaching practice for themselves and others (Big Idea 2)  \*Active in developing a culture of highly effective common formative data processes to measure teaching effectiveness in **improving learning outcomes (**Big Idea 3) |
| D:\jdick39\Desktop\Captuytryrtyrtytre.PNGA **PROFICIENT** Teacher uses the PLT process to: | A **Graduate** Teacher uses the PLT process to: |
| * **Applies** a greater understanding regarding the implications of the four critical questions of a PLC:   **\***Clarity about what learning ALL students will receive and when they will receive it to support consistency across all classes. (Question 1)  \*Establish and maintain ongoing common formative assessments throughout the unit. (Question 2)  \*Implements intervention strategies incorporating team feedback that respond to the formative data when students have not yet learnt it or already know it. (Questions 3 and 4)  **\***Uses student data toseek appropriate professional learning to assist in responding to questions 3 and 4.   * **Consistently follows** team agreed norms that promote trust, sharing and respect * **Applies** a greater understanding of the three big ideas of a PLC:   \*Commits to the success of **each and every** student within their own classes and actively engages with the student data of colleagues. (Big Idea 1)  \***contributes to collegial discussions** by focusing on the impact of their own teaching strategies and that of their colleagues on student learning (Big Idea 2)  \*uses effective common formative data processes to measure their effectiveness in **improving learning outcomes** and applies constructive feedback to improve knowledge and practice.(Big Idea 3) | * **Demonstrates** an understanding of the three big ideas of a PLC:   \*Commits to the success of **each and every** student within their own classes. (Big Idea 1)  - **contributes to collegial discussions** by focusing on the impact of their teaching strategies on student learning (Big Idea 2)  - uses effective common formative data processes to measure their effectiveness in **improving learning outcomes** (Big Idea 3)   * **Demonstrates** an understanding regarding the four critical questions of a PLC:   **\***Clarity about what learning ALL students will receive and when they will receive it. (Question 1)  \*Responds to the common formative assessments. (Question 2)  \*Implements intervention strategies that respond to the formative data when students have not yet learnt it or already know it. (Questions 3 and 4)  **\***Seeks appropriate professional learning to assist in responding to questions 3 and 4.   * **Consistently follows** team agreed norms that promote trust, sharing and respect |