**PLC Team Leader Self-Assessment Proficiency Scale**

**(Self-reflection and Professional Learning Tool)**

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| 4.0 | **In addition to 3.0 score performance, the team leader is able to:**   * I can support other teachers in my building * I can assist the Principal with school-wide Implementation of PLCs (e.g. demonstration, lead targeted PD, coach other teams) * I can mentor and support other Team Leaders in my building |
| 3.0 | **The team leader is able to:**   * I can foster collaboration within the team to work together to become an interdependent team, where we focus on learning not teaching. * I can utilize effective facilitation techniques to help my team follow the agenda, stay on topic, adhere to norms. * I can consistently and effectively use the PLC cycle template to track results * I can facilitate a PLC team to collaboratively plan for and respond to instruction   + Unpack standards, develop or refine common formative assessment   + Respond to instruction utilizing the PLC Cycle/problem solving steps * I can anticipate, reflect, and plan for team needs. * I can facilitate courageous conversation among members of the PLC Team * I can empower the PLC team members to identify best practice instruction |
| 2.0 | **The team leader is able to:**   * I can guide team collaboration around the 4 Critical Questions of the PLC.   + What is it that we want students to learn? (e.g. Knowledge, Skills, Dispositions)   + How will we know if students are learning? (analyze data, CFA’s, PBA’s, MAP, Access, F & P)   + How will we respond when students are not learning? (e.g. re-engagement, flexible groups, intervention based on priority standard)   + How will we enrich and extend the learning for students who are proficient? (e.g. enrichment activities in the classroom or school-wide enrichment) * I can build consensus among team members * I can use facilitation techniques and support the roles of team members. * I can use PLC processes and protocols to conduct an effective meeting (e.g. backwards planning, developing CFA, analyzing data, etc.) * I can help my team select, create, or modify common formative assessments based on priority standards * I can utilize the PLC TEAM Cycle and Cycle Template to identify problems of practice * I can explain how my PLC Team focuses its actions to ensure high levels of student learning |
| 1.0 | **The team leader is able to:**   * I can define and explain the purpose of a PLC * I can identify PLC infrastructure at the school (meeting times, facilitators, tools and reporting) * I can develop and follow the Action Agenda/Action Record * I can explain the Mission, Vision, Goals and Collective Commitments in my Building * I can establish team norms and expectations * I can assign roles to team members. * I can use processes and protocols used in a PLC Meeting |
| 0.0 | With support, no understanding or success at 1.0, 2.0, and 3.0 Content |