**WBMS Collaborative Team Expectations**

Richard and Rebecca DuFour and the [All Things PLC](http://www.allthingsplc.info/) community, define a PLC as ***an ongoing, collective, collaborative, research-based process that deeply grounds teachers in method, application, and results.*** All of us at WBMS are a PLC; CTs are smaller groups within the larger school PLC.

To help us provide timely support, we are asking that all teachers use Teams to organize their files.

**CT Expectations:**

* Each **Unit** should have a **Balanced Assessment Plan (BAP)** 
  + Remember, BAPs need **FLEX** days listed.
  + BAPs are created using [**UBD/Backwards Design**](https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/)and should be the first thing you do in each unit.
  + Please be mindful when planning that **no more** than 2 majors and no more than 3 total graded assessments can be given on one day (Ex- 2 tests and a quiz, 2 quiz and 1 test, etc.)
  + CTs should plan one BAP at a time (assessments should not be scheduled out months in advance. BAPS should be created based on student data/needs)
  + The expectation is to transfer all major assessments (when possible) to be administered through Illuminate. *Why: It allows you to lock the browser, pause a test and see real time testing data to help monitor students. The ability to share the data is also helpful for PLC work.*
* **Common Assessments** (majors, minors and practice).
  + You should have at least one common formative assessment (minor, practice or ungraded) a week.
  + Your major assessments should be common for the same course (All On-level the same, all TAG the same- this does **not** mean TAG and On-Level have the same test.)
  + ALL courses (TAG and On-Level) should have 20-40% common questions on FCS Prioritized/WBMS Promise standards for major assessments.
  + “CT gradebooks should be almost identical in the number of grades and assignments. CT members should have the exact same number of Majors and within 1-3 variations of Minors and/or Practices per semester. Note that the 1-3 Minors and/or Practices given by an individual teacher are to be in addition to the 3 common CT Minors and Practices required each 9 weeks, not in replacement of them.”
  + All graded assessments (minor and majors) should be put on the Student Assessment Calendar. No more than three Major/minor a day, no more than two can be Major.   
     M (uppercase) Major m (lowercase) minor
* CT meetings need to have agendas, ideally created at the end of the previous CT meeting. Please use the template provided.
* Recommended: All teachers need to create an organized system of resources for students- Teams, OneNote, composition notebook, 3 ring binder, etc. We want to do what works for you, but also consider that students (and parents) need to know where to locate course resources.

Remember: “Collaborative teams in PLC schools use the five (5) critical questions of learning to drive their collective inquiry and action research:

1. **What do we want students to learn? (essential standards)**
2. **How will we know if they have learned? (team-developed common assessments)**
3. **What is the plan for initial learning?**  **(BAP)**
4. **What will we do if they don’t learn? (systematic interventions)**
5. **What will we do if they already know it? (extended learning)**

(DuFour, DuFour, Eaker, Many, 2010)

These questions are absolutely fundamental to the PLC process.”

*If you have any questions, please don’t hesitate to ask us! We are here to support you in any capacity.*