

## Critical Issues for Team Consideration

Team Name:

Team Members:

Use the following rating scale to indicate the extent to which each statement is true of your team.

1            2            3            4            5            6            7            8            9            10

**Not True of Our Team**

**Our Team Is Addressing This**

**True of Our Team**

1. \_\_\_\_\_ We have identified team norms and protocols to guide us in working together.
2. \_\_\_\_\_ We have analyzed student achievement data and established SMART goals to improve on this level of achievement we are working interdependently to attain (SMART goals are specific and strategic, measurable, attainable, results oriented, and time bound).
3. \_\_\_\_\_ Each team member is clear on the knowledge, skills, and dispositions (that is, the essential learning) that students will acquire as a result of our course or grade level and each unit within the course or grade level.
4. \_\_\_\_\_ We have aligned the essential learning with state and district standards and the high-stakes assessments required of our students.
5. \_\_\_\_\_ We have identified course content and topics we can eliminate to devote more time to the essential curriculum.
6. \_\_\_\_\_ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learning.
7. \_\_\_\_\_ We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction.
8. \_\_\_\_\_ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
9. \_\_\_\_\_ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
10. \_\_\_\_\_ We have developed frequent common formative assessments that help us determine each student's mastery of essential learning.
11. \_\_\_\_\_ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
12. \_\_\_\_\_ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of an ongoing process of continuous improvement designed to help students achieve at higher levels.

13. \_\_\_\_\_ We use the results of our common assessments to identify students who need additional time and support to master essential learning, and we work within the systems and processes of the school to ensure they receive that support.
14. \_\_\_\_\_ We have agreed on the criteria we will use in judging the quality of student work related to the essential learning of our course, and we continually practice applying those criteria to ensure we are consistent.
15. \_\_\_\_\_ We have taught students the criteria we will use in judging the quality of their work and provided them with examples.
16. \_\_\_\_\_ We have developed or utilized common summative assessments that help us assess the strengths and weaknesses of our program.
17. \_\_\_\_\_ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
18. \_\_\_\_\_ We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year.

*Source: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for Professional Learning Communities at Work (3rd ed.). Bloomington, IN: Solution Tree Press, p. 69.*