Figure 1.2

Team Status Check

This tool can be used at the beginning of the school year to guide the work of the staff or throughout the year to either continue or adjust the work. Use this tool to spur dialogue between the leadership team and the grade-level or content teams on their progress. Just like in sports, feedback is one of the most important tools for improvement.

Who looks outside, dreams: who looks inside, awakes.
—C.G. Jung

Scale

1 = **Unsatisfactory:** The area needs some attention.

2 = **Basic:** The artifact has been drafted, created, or is in the discussion stage, but a consensus for implementation has not been reached.

3 = **Proficient:** The team has evidence or an artifact that shows they have done work in this area, but results may not have been discussed yet on the effectiveness of the artifact.

4 = **Distinguished:** The team's artifact or evidence can be backed up with data that validate the effectiveness of the team's work.

Focus on Learning	1	2	3	4	5	Notes
1. Learning targets have been clearly established by unit at every grade level or course.						
2. Common assessment criteria have been established at every grade level or course.						
3. An academic support system exists at every grade level or department.						
4. A common strategy or philosophy exists for enriching the learning of students.						
Focus on Collaboration						
1. The work schedule ensures time for teams to meet.						
2. All staff members belong to a team.						
3. Teams are productive and effective.						
4. Student data are at the core of what teams use to guide their discussions.						

Focus on Results						
1. Student-oriented goals are established by every team.						
2. Formative assessments are used regularly and effectively.						
3. Common assessments are widely used.						
4. Teams regularly assess or reflect on their overall effectiveness.						