

Figure 5.1: Action Orientation SIG

Anchor Statement		
Teams have a sense of urgency in approaching their work and use inquiry and continuous improvement processes as they collaborate. They are action oriented and relentless about improving teaching and learning for students.		
Beyond Proficient	Proficient	Below Proficient
<p>Teams believe in the critical role they play in a student's life. They seek knowledge and use data and research to act quickly to support learning.</p> <p>Teams are results oriented and have limited SMART goals connected to school and district goals. They set short-term goals and monitor results on a continuous basis. They set benchmarks to measure progress.</p> <p>Teams are persistent and tenacious in pursuit of student learning. When they are faced with an obstacle, they put plans and actions in place quickly. They preempt many challenges by predicting and anticipating conditions and factors.</p> <p>Teams frequently create common products to stay focused on the learning target or the outcome they are seeking. They review and seek improvement in the products on a continual basis.</p> <p>Teams use continuous improvement processes, such as action research and lesson study, to address challenges and improvements in teaching and learning.</p> <p>Teams design and take responsibility for their own professional learning connected to student needs. They identify knowledge, skills, and practices to improve upon and create learning opportunities while on the job. They evaluate the new learning and relationship to student progress.</p> <p>Teams' actions are growth oriented. They are not afraid to take risks and fail. They are transparent and seek assistance from one another. Teams become more curious and creative in their work as they test new ideas.</p>	<p>Teams believe in the critical role they play in a student's life and act now (not later) to support their learning</p> <p>Teams are results oriented with limited short-term SMART goals.</p> <p>Teams monitor achievement of the goals using benchmarks.</p> <p>Teams are persistent and tenacious in their pursuit of student learning. When they are faced with an obstacle, they create plans to address it.</p> <p>Teams frequently create common products to stay focused on the learning target or the outcome they are seeking.</p> <p>Teams use continuous improvement processes such as action research to address challenges in teaching and learning.</p> <p>Teams design and take responsibility for their own professional learning connected to student needs. They identify knowledge, skills, and practices to improve upon and create learning opportunities while on the job.</p> <p>Teams' actions are growth oriented. They are not afraid to take risks and fail. They are transparent and seek assistance from one another.</p>	<p>Teams believe in the critical role they play in a student's life. They identify strategies to support their learning.</p> <p>Teams develop specific goals to guide their work in teams.</p> <p>Teams are persistent in pursuit of student learning and identify factors that may be obstacles.</p> <p>Teams create common products occasionally.</p> <p>Teams use a variety of processes to overcome challenges in teaching and learning.</p> <p>Teams participate in professional learning connected to student needs.</p> <p>Teams commit to be growth oriented and identify norms that will remind them that failure is part of learning.</p>