

**Figure I.1: Anchor Statements in a SIG**

Anchor Statements	Beyond Proficient	Proficient	Below Proficient
Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.	Teachers meet weekly in collaborative teams for a minimum of sixty minutes during the regular school day. They utilize norms, goals, and protocols and work inter-dependently to improve their practice and enhance student learning.	Teachers meet weekly in collaborative teams for a minimum of forty-five minutes during the regular school day. They write norms and goals, and participate in common planning to improve student learning.	Teachers meet weekly in collaborative teams for a minimum of forty-five minutes per week outside the regular school day. They work together on topics of mutual interest and share ideas, materials, and resources.
Collaborative teams implement a guaranteed and viable curriculum, unit by unit.	Teams prioritize and unwrap standards, identify learning targets, write <i>I can</i> statements, create common pacing guides, and commit to teach—rather than cover—the curriculum.	Teacher teams prioritize and unwrap standards, identify learning targets, and follow pacing guides created by the district or the publisher.	Teachers deliver lessons based on what they know the best, like the most, have materials for, or what is included in the textbooks.
Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed, common formative assessments.	Teacher teams work collaboratively to create valid and reliable common formative and summative assessments they administer every few weeks throughout the school year.	Teacher teams share the responsibility for creating common formative and summative assessments they administer on a regular basis throughout the school year.	Teacher teams rotate the responsibility for creating common summative assessments they administer periodically throughout the school year.
Educators use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals, and intervene and enrich on behalf of students.	Teacher teams analyze common formative and summative assessment results to identify which students need more time and support and which instructional strategies they should retain, refine, or replace.	Teacher teams analyze the results of common formative and summative assessments to identify which students need more time and support.	Teacher teams review summative assessment results to monitor student progress or generate grades.
The school provides a systematic process for intervention and enrichment.	Teacher teams provide students with enrichment and remedial support as well as targeted and timely interventions that are systematic, practical, effective, essential, and directive, without missing direct instruction in another core subject.	Teacher teams provide students with remedial support as well as targeted interventions that are systematic, practical, effective, essential, and directive.	Teacher teams provide students with opportunities to receive additional remedial support.

Source: Many, T. W., Maffoni, M. J., Sparks, S. K., & Thomas, T. F. (2018). *Amplify your impact: Coaching collaborative teams in PLCs at Work* (pp. 59–60). Bloomington, IN: Solution Tree Press.