

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		

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| <p>1. _____ We have identified team norms and protocols to guide us in working together.</p> <p>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.)</p> <p>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.</p> <p>4. _____ We have aligned the essential learning with state and district standards and the high-stakes assessments required of our students.</p> <p>5. _____ We have identified course content and topics we can eliminate to devote more time to the essential curriculum.</p> <p>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.</p> <p>7. _____ We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction.</p> <p>8. _____ We have developed frequent common formative assessments that help us determine each student's mastery of essential learning.</p> <p>9. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.</p> | <p>10. _____ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.</p> <p>11. _____ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>15. _____ We have taught students the criteria we will use in judging the quality of their work and provided them with examples.</p> <p>16. _____ We have developed or utilized common summative assessments that help us assess the strengths and weaknesses of our program.</p> <p>17. _____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.</p> <p>18. _____ We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year.</p> |
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The powerful collaboration that characterizes PLCs at Work is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promotes deep team learning. This process, in turn, leads to higher levels of student achievement. The “Critical Issues for Team Consideration” guide the collective inquiry and action research of each collaborative team in a PLC at Work. You and your teammates will be challenged to build shared knowledge—to learn together—about each issue and ultimately generate a product as a result of your collective inquiry and action research.