

PLC Team Implementation Rubric

Progress Statements

Goal Elements	Learning	Literal	Refinement	Internalized
Teams identify norms and protocols to guide teamwork.	Educator teams establish a meeting time that is adhered to.	Educator teams establish written norms and protocols. All participants are encouraged to participate. Agendas are created and followed, and notes are recorded.	Norms and protocols are updated to guide teamwork. Teams celebrate progress and goal achievement.	Established norms and protocols are consistently referred to and honored. Teams reflect about group functioning and make necessary adjustments.
Teams analyze student data to set SMART goals that align with our school goals. Each team has identified specific actions members will take to achieve their goals.	Goals have not been set at the team level.	Teams have been asked to create SMART goals, but many teachers are not comfortable with this process. When goals are set they do not support school goals, and often have to do with teacher projects.	Teams have set SMART goals and have created a process for monitoring their progress. Members work together to identify effective instructional strategies, and to target their re-teaching.	Each team of teachers has established an annual SMART goal and a series of short-term goals to monitor their progress. They create specific action plans to achieve the goals, clarify the evidence they will gather interdependently to achieve the goal.
All team members clearly grasp essential learning (knowledge, skills, and dispositions) students must acquire in a grade level, course, or unit of study. Each team member is clear about what all students must know and be able to do as a result of every unit of instruction.	Teacher representatives have helped to identify essential standards, unwrapped them, and to create units of study. Those involved feel that the units of study are useful. Those not involved in their development may not use the units of study, or district pacing guide.	Teachers are working in collaborative teams to clarify the essential learning for each unit and to establish a common pacing guide. Some staff complain that they don't know what to do with a UOS, and would prefer that curriculum be provided. Some are reluctant to give up favorite units	Teachers have clarified the essential learning for each unit, and define prerequisites to assess student learning. Teams are beginning to adjust curriculum, pacing, and instruction based on evidence of student learning	Teachers continually build shared knowledge of current content standards and unpack high-stakes assessments to clarify learning. Teams vertically articulate with other grade levels to define essential skills and identify challenges regarding student learning.
All teams monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments.	The district has established benchmark assessments that are administered three times a year. Teachers pay little attention to the results and would have a difficult time explaining the purpose of these assessments.	Teachers collaborate around and use the information from the MAP assessments to plan instruction	Teacher teams have created a series of common assessments and agreed on what proficiency looks like. Teachers use the assessment results to target their re-teaching and to identify effective instructional practices.	Teachers utilize common formative assessments for all essential standards to ensure student learning. Teams determine the effectiveness of instructional strategies based on evidence of student learning. Teams identify research-based best practices to address team goals.