Collaborative Team Rubric

4—Adaptive: Highly Effective Practice, 3—Deliberate: Mostly Effective Practice, 2—Progressing: On the Road to Effective Practice, 1—Emerging: Beginning to Show Signs of Effective Practice

1. PLC Impact—Norms

4	Each team member has a role (facilitator, recorder, reporter, timekeeper, and so on). Team leaders reference norms at the beginning of each meeting, and the team lives by these norms in every meeting, so much so that the team minimizes time spent on norms.
3	Team members may have roles, but they do not explicitly use them or function within the role descriptions. Team leaders reference norms at the beginning of each meeting, and the team does its best to use these norms in each meeting.
2	Team leaders reference norms at the beginning of each team meeting. Team members may or may not use roles to affect the team's efficiency.
1	The team has some evidence of roles, but it has not yet established norms (agreements on how to resolve conflicts and work as a team) to guide the team. Team members may have serendipitous roles, but the team does not explicitly state or use them for team efficiency.

1. PLC Impact—Data Use

4	The team uses quantitative and qualitative data based on teachers' and students' most current needs, not adult convenience or administrative directive. Evidence of learning is valid and reliable, and the team has evaluated it for the appropriate level of rigor. Team members perceive data as evidence of learning, rather than mere numbers. The team seamlessly uses relevant data that it can act on in the next few days. The team brings in student work samples that support formative, summative, or performance assessment data. The team prepared data in advance of the meeting to allow more time to discuss instruction. The team splits meeting time between two days. The team disaggregates data by groups for differentiation or response to intervention, which includes relevant student data for targeted instruction.
3	The team uses relevant data that it can act on in the next week. Evidence of learning is valid and reliable, and the team may have evaluated it for the appropriate level of rigor. The team may or may not bring in student work samples that support formative, summative, or performance assessment data. The team may or may not have prepared data in advance of the meeting to allow more time to discuss instruction. The team may split meeting time between two days. The team disaggregates data in some way.
2	The team uses data that it can act on in the next few weeks. The team may be missing student work samples that support inferences made on formative, summative, or performance assessment data. The team may or may not have prepared data in advance of the meeting to allow more time to discuss instruction. The team may split meeting time between two days to allow for data analysis that reveals the strengths and opportunities for growth that inform instruction. The team might disaggregate data, but not in a meaningful or helpful way that supports instruction.

1	The team uses data that it can act on, but it does not make the time frame for action clear. The team may be missing student work samples that support inferences made on formative, summative, or performance assessment data. The team may not have prepared data in advance of the meeting to allow more time to discuss instruction. The team does its best in its insufficient time to support data for instruction. The team does not disaggregate data.

1. PLC Impact—SMART Goals

4	The team consistently sets focused goals that are strategic, measurable, attainable, results oriented, and time bound. All team members understand how to implement and adjust the goals.
3	The team consistently sets focused goals that match at least four of these elements: strategic, measurable, attainable, results oriented, and time bound. All team members understand how to implement the goals.
2	The team consistently sets focused goals that match two of these elements: strategic, measurable, attainable, results oriented, and time bound. At least three-quarters of team members understand how to implement the goals.
1	The team sets goals that match at least one of these elements: strategic, measurable, attainable, results oriented, and time bound.

1. PLC Impact—Instructional Strategies

4	The team spends more time (a minimum of two-thirds of team time) focused on instruction— or curriculum standards and resources or assessments that support the instructional process—than on any other part of the PLC process. Any team member who discusses a strategy or intervention clearly conveys the steps necessary to best implement that strategy so that team members can implement it and an observer can potentially observe it as successful. The strategy directly connects to the standards' target level of content and rigor. Strategies are targeted to at least three distinct, differentiated student group needs.
3	The team spends time (a minimum of one-half of team time) focused on instruction, or curriculum standards and resources or assessments that support the instructional process. Any team member who discusses a strategy or intervention conveys most of the steps necessary to best implement that strategy. The strategy connects to the standards' target level of content and rigor. Strategies are targeted to at least two distinct, differentiated student group needs.
2	The team spends time (a minimum of one-third of team time) focused on instruction, or curriculum standards and resources or assessments that support the instructional process. Team members who discuss a strategy or intervention convey some of the steps necessary to best implement that strategy. The strategy may or may not connect to the standards' target level of content and rigor. The strategies may not be targeted to differentiated student group needs.
1	The team sees the need to spend more time focused on instruction, or curriculum standards and resources or assessments that support the instructional process. Team members who discuss a strategy or intervention may or may not convey some of the steps necessary to best implement that strategy. The strategy may or may not connect to the standards' target level of content and rigor. The team only addresses whole-group instruction.

1. PLC Impact—Success Criteria	
4	The team clearly conceived and communicated the vision for successful use of the strategy so that outside observers would clearly know what to expect (what they'd see and hear from the students and the teacher) and look-fors are easily observed. The success criteria successfully and clearly combine the language of the standards, rigor, and implementation, as well as linear steps for using the strategy.
3	The team clearly conceived and communicated the vision for successful use of the strategy so that outside observers would mostly know what to expect (what they'd likely see and hear from the students and the teacher) and look-fors are tied to the process in some way. The success criteria combine the language of the standards, rigor, and implementation.
2	The team may or may not have clearly conceived and communicated the vision for successful use of the strategy so that outside observers might know what to expect (what they'd likely see and hear from the students and the teacher) and look-fors are tied to the process in some way. The success criteria combine at least two of the following indicators: the language of the standards, rigor, and implementation.
1	Some evidence shows that the team has conceived and communicated a vision for successful use of the strategy so that outside observers might know what to expect (what they'd likely see and hear from the students and the teacher) and look-fors are tied to the process in some way. Emerging evidence shows that the success criteria cite at least one of the following indicators: the language of the standards, rigor, and implementation.
1. PLC Impact—Next Steps	
4	At the end of its meeting, the team crafts an achievable agenda for the next meeting, indicating actionable future steps for each team member. All members discuss the implementation of agreed-on next strategies or planned practices, and each member discusses the appropriate evidence of student learning he or she intends to bring to the next meeting.
3	As a result of its meeting, the team crafts an agenda for the next meeting, indicating actionable future steps for most team members. Most members discuss the implementation of agreed-on next strategies or planned practices, and most members discuss possible evidence of student learning they intend to bring to the next meeting.
2	The team crafts a possible agenda for the next meeting, which may or may not be an extension of the current meeting, indicating possible next steps for some team members. Some members discuss the implementation of agreed-on next strategies or planned practices, and some members discuss possible evidence of student learning they intend to bring to the next meeting.
1	The team may or may not craft a possible agenda for the next meeting, which may or may not be an extension of the current meeting, indicating next steps for team members. There is some evidence that members have discussed part of the implementation of agreed-on next strategies or planned practices, and perhaps some members discuss possible evidence of student learning they intend to bring to the next meeting.

1. PLC Impact—Leadership Monitoring
4	A representative team member or team leader meets with the building principal to successfully and articulately convey strategies and success criteria. The meeting is timely, focused, and effective. The principal or administrators follow up with formative walkthroughs to confirm that teachers have implemented the strategy and to observe most of the success criteria (at least three-quarters). The building principal regularly shares the most successful strategies with other faculty in some medium to build capacity, maximizing successful instruction.
3	A representative team member or team leader meets with the building principal to convey strategies and success criteria. The meeting is timely, focused, and effective. The principal or administrators follow up with formative walkthroughs to confirm that teachers have implemented the strategy and to observe most of the success criteria (at least one-half).
2	A representative team member or team leader meets with the building principal to convey strategies and success criteria. The meeting may or may not be timely, focused, and effective. The principal or administrators may follow up with formative walkthroughs to confirm that teachers have implemented the strategy and to observe some of the success criteria (at least one-third).
1	A representative team member or team leader may meet with the building principal at some point after teachers' collaboration time. The meeting may or may not be timely, focused, and effective. The principal or administrators may need to follow up with formative walkthroughs to confirm whether teachers have implemented the strategy and to observe the success criteria.