

# PLC Assessment Implementation Audit 11.17.10



4- Exemplary	3-Proficient	2-Progressing	1- Not Meeting Standards
<p><b>Clear Mission and Collective Commitments</b></p> <p>BOE, Community, staff/Team and students believe that all students can learn.</p> <p>BOE, Community, staff and students are involved in the process of developing mission, goals, and commitments and holds peers accountable to mission and goals.</p> <p><b>Collaborative Culture</b></p> <p>Time embedded in the schedule for teacher collaboration.</p> <p>Collaborative norms are followed.</p> <p>BOE, Community, staff and students are included in school advisory groups, committees, etc.</p> <p>BOE, Community, staff and students are involved in reflection, evaluation and revision</p>	<p><b>Clear Mission and Collective Commitments</b></p> <p>Entire staff/Team believes all students can learn.</p> <p>Staff knows, supports, and holds peers accountable to mission, goals and Collective commitments are used in the decision-making process</p> <p><b>Collaborative Culture</b></p> <p>Time embedded in the schedule for teacher collaboration.</p> <p>Collaborative norms are followed.</p> <p>Collaborative groups follow parameters and rubrics influenced by collective commitments to accomplish tasks such as pacing charts, cur. maps and SCAs.</p> <p>Collaborative group reflects, evaluates, and revises their work.</p>	<p><b>Clear Mission and Collective Commitments</b></p> <p>Some staff/Team believe <u>All</u> students can learn</p> <p>Collective commitments based on mission and goals are created but not used in the decision making process</p> <p><b>Collaborative Culture</b></p> <p>Teacher collaboration occurs outside the regularly scheduled day</p> <p>Collaborative norms are sometimes followed.</p> <p>Collaborative groups meet to accomplish tasks such as pacing charts, curriculum maps and SCAs.</p> <p>Collaborative groups reflect and evaluate their work.</p>	<p><b>Clear Mission and Collective Commitments</b></p> <p>Few staff/Team believe that <u>All</u> students can learn.</p> <p>No collective commitments in place.</p> <p><b>Collaborative Culture</b></p> <p>No time is provided for teacher collaboration</p> <p>Collaborative Norms are not followed.</p> <p>Collaboration does not occur.</p> <p>Collaborative groups do not reflect, evaluate or revise their work.</p>

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<p>of work.</p> <p>Goal Setting/Action Plan</p> <p>Parents and their students establish individual goals and action plans.</p> <p><b>Assessment</b></p> <p>All staff is using formative assessments in accordance with the short cycle assessment implementation audit.</p> <p>All staff use data from assessments to inform instruction.</p> <p>All feedback from assessments is timely, descriptive and specific.</p> <p>Assessment data is used as a benchmark for student progress.</p> <p><b>Intervention and Enrichment</b></p> <p>Intervention is timely, directive, systematic and responsive to current student data.</p> <p>Students are provided with small group additional instruction as needed.</p>	<p>Goal Setting/Action Plan</p> <p>Staff has participated in grade level, building and district goal setting. Staff establishes, reflects, evaluates and revises goals as needed.</p> <p><b>Assessment</b></p> <p>All staff is using formative assessments in accordance with the short cycle assessment implementation audit.</p> <p>All staff use data from assessments to inform instruction.</p> <p>Most feedback from assessments is timely, descriptive and specific.</p> <p>Assessment data is used as a benchmark for student progress.</p> <p><b>Intervention and Enrichment</b></p> <p>Intervention is timely, directive, systematic and responsive to current student data.</p> <p>Some students are provided with small group additional instruction as needed.</p>	<p>Goal Setting/Action Plan</p> <p>Staff has participated in grade level, building and district goal setting.</p> <p><b>Assessment</b></p> <p>Some staff are using formative assessments in accordance with the short cycle assessment implementation audit.</p> <p>Some staff use data from assessments to inform instruction.</p> <p>Some feedback from assessments is timely, descriptive and specific.</p> <p>Assessment data is used as a benchmark for student progress.</p> <p><b>Intervention and Enrichment</b></p> <p>Intervention is present, but may not be directive, systematic or responsive to current student data.</p> <p>Some students are provided with small group additional instruction as needed.</p>	<p>Goal Setting/Action Plan</p> <p>There are no goals for the district.</p> <p>No action plan exists.</p> <p><b>Assessment</b></p> <p>Formative and short cycle assessments are being developed.</p> <p>Data from assessments do not inform instruction.</p> <p>Feedback from assessments is not timely, descriptive and specific.</p> <p><b>Intervention and Enrichment</b></p> <p>No time is provided in scheduled day for response to student assessment by classroom teacher</p> <p>No students are provided with small</p>
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