

FMS

School

6TH SS

Grade/Subject

JOHN, JO, LIZ, BRENDA

Team Members

11/3/11

Date

What do we want students to know and be able to do?

How will they and we know when they have learned it?

What will we do if they don't learn it?

What will we do if they already know it?

PLC INVENTORY

1 2 3 4 5 6 7 8 9 10
Not true of our team Our team is addressing this True of our team

- 1. 7 We have identified team norms to guide us in becoming more interdependent. They are written and formally team-evaluated at least twice per year.
2. 10 Our team follows a written agenda each time we meet.
3. 6 Decisions are made not simply by pooling opinions, but by building shared knowledge about best practices.
4. 9 Each member of the team is clear on the grade level expectations for the unit of instruction or course. These grade level expectations are derived from state standards, district pacing guides and district unit plans.
5. 6 From these grade level expectations, we use common assessments (teacher-made or district benchmark assessments) that help us to determine each student's mastery.
6. 5 We establish a common understanding of student proficiency by scoring common assessments (teacher-made or district benchmark assessments) within our PLC, or by using a pre-established common rubric.
7. 5 We use the results of our common assessments to identify students who need additional time and support to master the grade level expectations. We work within the systems and processes of the school to ensure and document they receive appropriate support.
8. 8 We use common assessments (teacher-made or district benchmark assessments) to evaluate the effectiveness of instruction and to alter practice.
9. 4 On a yearly basis, we use summative assessment data, such as CSAP or teacher-made final exams, to determine annual goals.
10. 10 Our PLC meetings are always focused on at least one of the four circles at the top of this page, otherwise, we don't call it a PLC.

Total Points: 70

Our PLC will focus on 1) CREATE SHORT COMMON ASSESSMENTS (FORMATIVE) 2) ADJUST NORMS TO INTERDEPENDENCE for future improvement.