

**High-Performing Teams Continuum
Evidence Examples**

Indicator #1	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>We are a collaborative team in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure:</p> <ol style="list-style-type: none"> 1. Collaboration is embedded in our routine work. 2. We are provided with time to collaborate. 3. We are clear on the critical questions that should drive our collaboration. 4. Our collaborative work is monitored and supported. 	<p>Sometimes we do not meet during designated PLC time. We occasionally share resources digitally, and when we do meet face to face, our conversations about teaching and learning are brief and usually focused on a particular teaching activity or resource. We mostly do our own thing.</p>	<p>Our team meets during Monday PLC meeting time, but sometimes not for the whole time. We spend most of our time talking about what each one of us is planning for the next week and if others are interested, we share teaching resources and activities digitally. We have not specifically discussed the standards that we are teaching in our units, but we have talked about the topics we are covering and we've shared our assessments with each other. Two of us gave the same unit assessment on our last unit, but a couple of the questions were slightly different.</p>	<p>Team members always attend our Monday PLC meetings and are engaged; however, the question "What are we supposed to be doing?" comes up often in our meetings. People seem to have different ideas about how we should be using this time. We usually have an agenda, but sometimes we go down a rabbit hole, debating a philosophical issue or spending a lot of time talking about student issues, like excessive retakes. Our facilitator has reached out to Susan for resources to help us focus our work more productively.</p>	<p>Our team meets during PLC time and individual members also consult with each other outside of that time, mostly based on proximity. We have an agenda that is shared in advance of our meeting; it includes the key questions and our norms, which helps us stay focused and on topic. We identified the essential standards for our first unit, but we ended up using slightly different rubrics on the common assessment. Our team leader consulted with Susan and our administrator on how we could restructure the rubric, but we were already moving on to the next unit, so we haven't revised it yet.</p>	<p>Our team members are in constant communication. We meet regularly as a team and check in with each other between meetings, both fff and digitally. Each member of our team is clear on the essential learnings of our course in general, and we have identified the learning targets for our first two units. We are still coming to consensus about how to best sequence the content of the course. We are using Google Drive to organize our resources and have started the process of getting our answers to question 1 documented in Atlas. We shared the data from our first common assessment and addressed gaps in learning by offering differentiated mini-lessons during extended learning time.</p>

Indicator #2	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>We have identified and honor the commitments we have made to the members of our collaborative teams in order to enhance the effectiveness of our team.</p> <p>These articulated collective commitments or norms have clarified how our team will operate and we use them to address problems that may occur on the team.</p>	<p>Our team has not gone through the process of identifying norms. I think some members think they are unnecessary, but I also think there are some frustrations that are not being voiced. For example, one member is consistently late to meetings, but we haven't addressed it as a team.</p>	<p>Our PLC leader had some norms from a team that they were on last year (with different people). They were presented to the group as an option and we adopted them without much further discussion. I think that a few of them are useful, but we haven't revisited them. We could use a norm about technology use.</p>	<p>We came up with a few norms at the beginning of the year, but I can't really remember what they were. I think one of them was "Assume best intentions." I'm pretty sure we have them in our PLC Google Drive folder. We don't really have conversations about how our team is functioning.</p>	<p>At one of our first meetings, we used one of the norm-setting protocols that are in the PLC Resources folder. Our norms are pretty specific to our particular team dynamics and they are included on our weekly agenda. Our team leader points them out at the beginning of our meetings and a couple of weeks ago, we decided to add one about sharing air time.</p>	<p>Early in the year, we brainstormed a bunch of possible norms and then came to consensus around which ones we wanted to adopt as a team. This was actually a really positive process because it allowed two team members to dialogue about a specific issue. While this issue still occasionally surfaces in meetings, the established norm around it allows for us to call it out, move forward with our work as a team and not get bogged down. We have a team member who has taken on the role of "Norm" and they do a good job of keeping the rest of us honest.</p>