PLC IC Map – Learning is our Fundamental Purpose I

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning.

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Teachers on every collaborative team are confident they have established a guaranteed and viable curriculum for their students. Their clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, and their commitment to providing students with the instruction and support to achieve the intended outcomes, give every student access to essential learning.	Teachers have clarified the essential learning for each unit by building shared knowledge regarding state and/or national standards: by studying high-stakes assessments; and seeking input regarding the prerequisites for success as students enter the next grade level. They are beginning to adjust curriculum pacing instruction based on evidence of student learning.	Teachers are working in collaborative teams to clarify the essential learning for each unit and to establish a common pacing guide. Some staff members question the benefit of the work. They argue that developing curriculum is the responsibility of the central office or text books publishers rather than teachers. Some are reluctant to give up favorite units that seem to have no bearing on essential standards.	Teacher representatives have helped to create a district curriculum guide. Those involved in the development feel it is useful resource for teachers. Those not involved in the development may or may not use the guide.	Teachers have been provided with a copy of state and/or national standards and the district curriculum guide. There is no process for them to discuss curriculum with colleagues and no expectation they will do so.
Collaborative teams of teachers frequently use performance-based assessments to gather evidence of student learning. Members have established strong inter-rater reliability and use results from these assessments to inform and improve their individual and collective practice. The team's clarity also helps members teach the criteria to students who can then assess the quality of their own work and become more actively engaged in their learning.	Teachers working in collaborative teams are clear on the criteria they will use in assessing the quality of student work and can apply the criteria consistently.	Teachers working in collaborative teams are attempting to assess student work according to common criteria. They are practicing applying the criteria to examples of student work, but they are not yet consistent. The discrepancy is causing some tension on the team.	Teachers have been provided with sample rubrics for assessing the quality of student work.	Each teacher establishes his or her own criteria for assessing the quality of student work.

Collaborative teams of teachers gather evidence of student learning on a regular basis through frequent common formative assessments. The team analyses of results drive the continuous improvement process of the school. Members determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference of precedent. Members who struggle to teach a skill are learning from those who are getting the best results. The frequent common formative assessments provide the vital information that fuels the school system of intervention and enrichment. The assessments are formative because (1) they are used to identify students who need additional time and support for learning, (2) the students receive the additional time and support for learning, and (3) students are given another opportunity to demonstrate what they have learned.	Teachers working in collaborative teams have created a series of common assessments and agreed on the specific standard students must achieve to be doing proficient. The user-friendly results of common assessments are providing each member of the team a timely evidence of student learning. Members are using that evidence to improve their assessments and to develop more effective instructional strategies.	Teachers working in collaborative teams have begun to create common assessments. Some attempt to circumvent the collaborative process by proposing the team merely use the quizzes and tests that are available in the textbook as their common assessments. Some administrators question the ability of teachers to create good assessments and argue that the district should purchase commercially developed tests.	The district has established benchmark assessments that are administered several times throughout the year. Teachers pay little attention to the results and would have a difficult time explaining the purpose of the benchmark assessments.	Each teacher creates his or her own assessments to monitor student learning. Assessments are typically summative rather than informative. A teacher can teach an entire career and not know if you're she teaches a particular skill or concept better or worse than the colleague in the next room.