The Indicators of A Mature Team or PLC
A Self-Assessment Tool for Adult Learning Teams

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Adult learning teams, study groups, or Professional Learning Communities (PLCs) should be dynamic structures that support adult learning and professional growth across a school or a system, and be tied directly to the continual improvement of student performance in all areas. This self-assessment, created for school and team leaders, is designed to give critical, actionable feedback on the performance of all collaborative teams.

Before you begin, it is helpful to think about the context and structures, as well as the collective purpose and focus of your teams to help focus your thinking on the self-assessment.

Structural Elements of Your Teams

Describe the makeup and organization of teams in your school/building:

Approximate number of teams _____   Average number of members per team _____

Kinds of teams - check all that apply:

□ Grade-Level Teams □ Subject Area-Alike Teams □ Mixed-Subject Teams □ Mixed-grade teams □ Leadership Teams

□ Other _____

How often do teams meet? _____   Where do teams meet? _____

When do team meetings take place?

□ Before/After School □ Release Time □ Common Plan □ Professional Development Days/Time □ Other _____

Describe generally the purpose, focus and goals of the teams _____

_____

What additional supports can teams access (e.g. instructional coach, specialists)? _____

Collective Accountability: How does school leadership track the progress of the teams? (e.g. informal check-in, team progress forms, self assessments) _____

_____

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Directions - Rate Each Statement on a scale from **1—Not at All—** to **5—To a Great Extent—**and give some evidence for why you rated the statement the way you did.

1. Context & Culture: Foundational collaborative structures focused on the collective improvement of practice are in place in the School.

		Not at All				To a Great Extent
A.	A shared vision for high-quality instruction exists in the building and is continually refined. Evidence:	1	2	3	4	5
B.	A high-trust culture exists, with a high frequency of teachers talking about their teaching practice with one another; of sharing ideas, knowledge, and techniques; and asking for and willing to provide one another with assistance. Evidence:	1	2	3	4	5
C.	Teachers can talk to one another openly about race, equity, and historically underserved populations and grapple with those issues as they affect teaching practice, student learning, and success. Evidence:	1	2	3	4	5
D.	There is a high tolerance for risk-taking in the context of professional growth. Teachers are able to experience small setbacks and see those as opportunities for growth and collective learning. Evidence:	1	2	3	4	5
E.	Teachers are comfortable with observation of other teachers, both in their PLC/team/group and across the school, in the service of building knowledge, skills and techniques. Evidence:	1	2	3	4	5
F.	Teachers can identify learner-centered problems and are able to identify effective classroom strategies to implement in response (set instructional and assessment strategies, goals, etc.). Evidence:	1	2	3	4	5

2. Conditions: Supporting Successful Adult Learning and Obligations for Leadership - Organizational energy and effort is focused directly on professional collaboration for the improvement of student learning.

		Not at All				To a Great Extent
A.	Time is well allocated for productive and effective team meetings: teams utilize agendas, protocols and other processes to manage time well. Evidence:	1	2	3	4	5
B.	Priorities for adult learning and support are set and protected at all levels. Building leadership removes barriers to action and works to limit or mitigate the effects of competing initiatives. Evidence:	1	2	3	4	5
C.	Teachers have a shared understanding and a common language around collaborative teams and PLC's Evidence:	1	2	3	4	5
D.	All participants set individual as well as collective learning goals related to the improvement of classroom practice and student learning. Evidence:	1	2	3	4	5
E.	Training is provided to support teachers in leadership roles, facilitation of teams, norms of collaboration, etc. Evidence:	1	2	3	4	5

3. Competencies: Team Leadership - Techniques and processes for effective, relevant and productive team meetings are evident throughout the building.

		Not at All				To a Great Extent
A.	Team leaders ensure that the work is highly relevant and aligned to the professional growth needs of the members, the goals and objectives of the school, the district, and the academic needs of the students. Evidence:	1	2	3	4	5

Competencies: Team Leadership, Continued

		Not at All				To a Great Extent
B.	Team leaders and members are skilled in the facilitation of formal collaborative strategies using effective protocols, processes and procedures, e.g., Looking at Student Work protocols, classroom research models (lesson study, studio), self-reflection tools, etc. Evidence:	1	2	3	4	5
C.	Team leaders have access to resources, technical training, and support for facilitation of team learning activities, as well as for collaborative strategies and reflective self-assessment strategies to accurately assess team progress. Evidence:	1	2	3	4	5
D.	Members have a highly developed sense of team accountability and are comfortable assuming leadership roles within teams; including facilitation, redirecting team discussions and acting as a lead learners. Evidence:	1	2	3	4	5

4. Competencies: Evidence, Data and Inquiry – All members of the team together engage in systematic inquiry using evidence and data focused on the improvement of instruction and the elimination of performance gaps between all subgroups.

		Not at All				To a Great Extent
A.	Team members use multiple sources of evidence, from formative classroom data (such as student work and classroom assessments), to summative building and system data, in a team environment in order to assess student performance and inform teaching practice. Evidence:	1	2	3	4	5
B.	The evidence and data are valid, relevant, and represent a true and complete picture of student work, achievement and performance. Evidence:	1	2	3	4	5
C.	Team members are comfortable presenting and analyzing evidence and data to one another in a collaborative setting. Evidence:	1	2	3	4	5

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Competencies: Evidence and Data, Continued

		Not at All				To a Great Extent
D.	Data describe real student performance and achievement and guide inquiry into, and equitable action on, performance gaps and areas in need of improvement. Evidence:	1	2	3	4	5

5. Competencies: Orientation to Action - All members of the community understand that the work of the team or PLC is geared toward classroom practice and that all activities should lead to direct action in the classroom.

		Not at All				To a Great Extent
A.	All team learning activities have a practical application in the classroom or an explicit connection to the improvement of teaching and learning and equitable outcomes in the community. Evidence:	1	2	3	4	5
B.	Teams set clear, well defined goals and regularly reflect on progress toward reaching those goals. Evidence:	1	2	3	4	5
C.	Team members posses the skills to assess overall progress and growth both as individuals and as a team. Evidence:	1	2	3	4	5
D.	The team can point to evidence of direct impact from its work on teams to classroom practice and to success for all student groups for which the team is responsible. Evidence:	1	2	3	4	5