

Professional Development Standards and Support

BCPS Model PLC School – Rating Scale

School Name: _____



- 4 Excellent** – Pervasive evidence of implementation of the indicator.
- 3 Good** – Considerable evidence of implementation of the indicator
- 2 Marginal** – Some but inconsistent evidence of implementation of the indicator.
- 1 Unacceptable** – Little or no evidence of implementation.

Indicators	
Focus on Collaboration	
	Collaboration represents a systematic process in which members work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school.
	Have identified team norms and protocols to guide the team in working together and evaluate adherence to and the effectiveness of team norms at least twice each year.
	Team has agreed on the criteria to use in judging the quality of student work related to essential learnings, and practices applying those criteria to ensure consistency.
	Members work together to clarify exactly what each student must learn, monitor each student’s learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.
Focus on Learning	
	Structures are created to ensure staff members engage in job-embedded learning as part of their routine work practices.
	Have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
	Have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
	Each member of the team is clear on the essential learnings of the curriculum.
	Prerequisite knowledge and skills that students need have been identified in order to support mastery of the essential learnings of courses and each unit of these courses.
Focus on Results	
	Team uses the results of common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
	Analyzes student achievement data and have established SMART goals.
	Develops frequent common formative assessments that help to determine each student’s mastery of essential learnings.
	Team has established the proficiency standard that students need to achieve on each skill and concept examined on common assessments.
	Team develops common summative assessments that help to assess the strengths and weaknesses of the curriculum.
	Team uses the results of common assessments to identify students who need additional time and support to master essential learnings, and work within the systems and processes of the school to ensure they receive that support.
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