Figure 9.1: Team Self-Assessment Rubric

Collaborative Team:				
Faculty Members:				
	Starting Out	**Developing**	**Deepening**	**Sustaining**
Team Norms	Team does not agree on, review, or follow norms during meetings. Team uses limited application of JIS collaboration skills.	Team agrees on but seldom revisits norms. Solid attempts are made to follow the norms. Team has developed capacity using JIS collaboration skills.	Team reviews the norms when appropriate. Each team member is clear on the norms. Team holds one another accountable to norms. Team uses JIS collaboration skills as part of their process.	Team follows norms consistently. Norms are addressed and made explicit in meetings when required. Team holds one another accountable and could provide leadership for other teams. Team explicitly uses, sustains, and reflects on JIS collaboration.
Essential Learnings	Essential learnings are unclear or undocumented. The team does not agree on them. Essential learnings are not aligned with assessments or articulated in the JIS curriculum.	The team establishes essential learnings and uses them to develop assessments and associated units of study. The team draws essential learnings directly from the JIS curriculum.	Essential learnings are clear, rigorous, and define the core JIS curriculum. Team clearly articulates and regularly reports assessments for the essential learnings.	Essential learnings, assessments, and instruction all align with the focus on teaching and learning. Team uses essential learnings to communicate and report learning. Team is very clear and tight on the alignment of the essential learnings, assessments, and instruction. Essential learnings are used as a reference point to generate professional inquiry and instructional improvement.
Common Assessments	There is no evidence of common assessments.	Team develops common assessments with a greater emphasis on summative evidence of learning.	Team uses both common and formative assessments. It uses formative assessments to diagnose next steps in learning and generate timely, constructive feedback for students.	Common assessments are part of a balanced plan strongly aligned with the essential learnings. Team uses formative assessment evidence to intervene for student success. Evidence is transparent and collectively used to generate team professional inquiry.
Evidence-Informed Dialogue	Team collects limited data and seldom uses a collaborative process to analyze and make inferences from the data.	Team collects and reviews data. Protocols are being developed to effectively draw trends from the data. The ability to use a variety of data, both qualitative and quantitative, is improving. Team uses broad statistical understandings to interpret data through key processes of disaggregation and triangulation but they are not yet fully developed.	Team uses a variety of data and analyzes them with collaborative protocols. The team occasionally verifies evidence drawn from analysis and links student learning problems and instructional interventions.	Team uses a range of data types in a process of collaborative inquiry. Team uses both qualitative and quantitative data that are disaggregated and triangulated. Team uses visual representation to support data analysis. Learner problems are identified and instructional interventions are drawn from the evidence and supported by research.
Team Goals	There is no evidence of team goals.	Team has established team goals but with minimal connections to student learning and the use of data relative to goals.	Team goals are clear with qualitative and quantitative evidence to support goal attainment. There is a focus on growth in student learning.	Team goals are short and long term, with evidence of learning relative to the goals. Team is prepared to report findings at grade, class, and individual student levels. Team has a SMART goal orientation.

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	Starting Out	Developing	Deepening	Sustaining
Interventions	There is no evidence of reflection on student work and intervention options.	There is some evidence of interventions, although systematic tiered responses are not developed.	Team plans interventions according to student needs and implements them in a timely and systematic manner using targeted processes.	Team plans interventions and includes regular follow-up throughout the year. Team provides extension work for students who "already know it."
Overall Collaborative Nature of Team	Team struggles with collaboration.	Team collaborates around planning but its learning focus is subsumed by management tasks. Team is developing strategies to engage members in interdependent work and deal with conflict.	Team shares, compromises, collaborates, and analyzes the work. Team demonstrates a collective responsibility for student learning and shows interdependent community traits.	Team performs at a high level—analyzes student work, shares ideas, creates a sense of community, and effectively deals with conflict.
Criterion				
Team Norms				
Essential Learnings				
Common Assessments				
Evidence-Informed Dialogue				
Team Goals				
Interventions				
Overall Collaborative Nature of Team				
Needs for Team-Based Professional Learning				
Evaluators and Date				

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