

Figure 6.1: Examining the Critical Issues in the Now

		1	2	3	4	5	6	7	8	9	10
		Not True of Our Team		Our Team Is Addressing This						True of Our Team	
	Critical Issue	Rating	Role of the Principal	Role of Collaborative Teams							
1	We have organized staff members into meaningful collaborative teams that support each member's daily responsibilities.										
2	We provide protected time for collaborative teams to meet on a weekly basis (if possible).										
3	We have identified team norms and protocols to guide us in working together.										
4	We have analyzed student achievement data and established SMART goals that we are working interdependently to achieve.										
5	Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.										
6	We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.										

REPRODUCIBLE										
	1	2	3	4	5	6	7	8	9	10
	Not True of Our Team			Our Team Is Addressing This				True of Our Team		
	Critical Issue				Rating	Role of the Principal		Role of Collaborative Teams		
7	We have identified course content or topics that we can eliminate so we can devote more time to essential curriculum.									
8	We have agreed on how best to sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.									
9	We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of their units.									
10	We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.									
11	We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.									
12	We have developed frequent common formative assessments that help us determine each student's mastery of essential learnings.									

REPRODUCIBLE									
1	2	3	4	5	6	7	8	9	10
Not True of Our Team			Our Team Is Addressing This				True of Our Team		
	Critical Issue			Rating	Role of the Principal		Role of Collaborative Teams		
13	We have established the proficiency standard we want every student to achieve on each skill and concept that we examine with our common assessments.								
14	We have developed common summative assessments that help us assess the strengths and weaknesses of our program.								
15	We have established the proficiency standard we want every student to achieve on each skill and concept that we examine with our summative assessments.								
16	We have agreed on the criteria we will use to judge the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.								
17	We have taught students the criteria we will use to judge the quality of their work and have provided them with examples.								

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		Not True of Our Team			Our Team Is Addressing This				True of Our Team		
	Critical Issue	Rating			Role of the Principal			Role of Collaborative Teams			
18	We use the results of our common assessments to assist each other in building strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.										
19	We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.										
20	We evaluate our adherence to and the effectiveness of our team norms at least twice each year.										

Source: Courtesy of Tim Brown.