# Teacher Team Self-Assessment

| Rating | Components |
|---|---|
| **Prepare for Success** | |
| | We meet regularly (e.g., weekly) to discover key opportunities for improvement and solutions |
| | Roles and responsibilities are assigned to team members |
| | Agreed-upon norms and protocols are implemented to ensure productivity and build trusting relationships |
| | We use an agenda so that the focus is clear and the team remains on target throughout the meeting |
| **Set Goals** | |
| | We defined clear mastery and growth goals by which to gauge progress throughout the year |
| **Develop Standards-Aligned Assessments** | |
| | We identify and create timely, relevant, and valid interim and formative assessments to determine each student's proficiency on standards, the strengths and weaknesses of the team's instructional approaches, and progress toward goals |
| **Analyze Assessment Results** | |
| | Data being analyzed (both qualitative and quantitative) is relevant to the school's strategy and priorities |
| | Data is being used appropriately given the assessment (e.g. benchmark assessments used to show mastery, not growth) |
| | Data we examine are timely and allow us to look forward (e.g. analyzing Scantron data immediately after test completion to understand which skills may need to be revisited and which skills students already mastered) |
| | Key questions are structured in advance of meetings and help us systematically consider root causes |
| | Questions focus on factors in sphere of control, determining what teacher actions led to student outcomes to identify root causes |
| **Adjust Instruction** | |
| | Our action items clearly address specific root causes of key performance issues |
| | Action items focus on improvements to the instructional core by reviewing curriculum and enhancing instruction as part of a process of continuous improvement |
| | Action items have an owner who has the ability, time, resources, and authority to execute the item |
| | Action items have a reasonable deadline given the complexity and scope of the proposed activity |
| **Monitor Impact** | |
| | We have a process for monitoring action items generated from our meetings |
| | We have an efficient tool for tracking success of action items |
| **Transparency** | |
| | All adults in the building, as well as parents, are informed of key school and student data regularly during the school year |
| | We know how each others' students are doing (based on student data) and the practices we have used to get these results |
| **Collaborative Learning** | |
| | We confront low student performance with a professional tone that is focused on helping students learn |
| | We celebrate small wins and improvements in student achievement |
| | All team members are engaged in asking questions and actively participating in meetings |
| | All team members "own" their data and openly accept insights from others |