Establishing Collaborative Planning Purpose

	Outstanding	Developing	Minimum	Below Minimum
Deconstructing Standard	Teachers reach a common understanding of the intent of the student learning standards regarding what students are expected to know, do and understand. The agreed upon Learning Targets align directly with each component of the student learning standards.	Teachers work together to determine what students are expected to know, understand and do. Learning Targets are developed. This is based on the student learning standards.	Teachers decide what students are expected to know, understand and do without determining the intent of the student learning standards.	Teachers rely on textbooks or other externally developed documents not necessarily aligned with the student learning standards.
Analyzing Student Work	A facilitator guides the process of analyzing a collection of diverse student work samples. An appropriate protocol is used to solicit standards-based, focused feedback from all group members. All group members revise student assignments as a result of the process.	A facilitator guides the process of analyzing samples of student work. A protocol is utilized (e.g. Tuning Protocol, Atlas Protocol) for examining the samples of student work. Teachers receive feedback specific only to the work samples.	A facilitator guides the process of analyzing samples of student work. A protocol may not be used or an inappropriate protocol is used.	Student work samples submitted for review may not be aligned to the selected standard. Feedback provided may be inaccurate.
Developing Lesson Plans	Teachers create lessons incorporating the instructional framework with teaching and learning activities clearly aligned to a standard or group of standards that include: clear learning targets, activation of any necessary prior knowledge, direct teaching or modeling, opportunities for guided practice, and assessment of student understanding.	Teachers create lessons incorporating the instructional framework with teaching and learning activities clearly aligned to a standard or group of standards.	Teachers create lessons incorporating the instructional framework. A standard or group of standards is referenced.	Teachers create lessons that reference a standard or group of standards.

	Outstanding	Developing	Minimum	Below Minimum
Analyzing Lesson Activities/Tasks	Teachers collaboratively analyze tasks/activities to ensure alignment to the standards and increase the degree of rigor. A protocol is used that includes how the specific activity/task can be revised to support a deeper understanding of the student learning standards. Additionally, all team members reflect on how other activities / tasks can be revised.	Teachers collaboratively analyze tasks/activities to ensure alignment to the standards and increase the degree of rigor. A protocol is used to address how the activity/task can be revised to support student mastery of the standards.	Teachers collaboratively analyze tasks/activities to ensure alignment to the standards and increase the degree of rigor.	Teachers collaboratively analyze tasks/activities to ensure alignment to the standards.
Utilizing Common Assessments	Teachers collaborate to develop common formative and summative assessments clearly aligned to the standards and learning targets. Analysis of results is used to revise common assessments, influence instructional plans, and to provide specific, constructive feedback to support student mastery of the standards.	Teachers administer common formative and summative assessments directly aligned to the standards. Analysis of results leads to revision of instruction as well as specific constructive feedback for students.	Teachers administer common summative assessments aligned to the standards. These assessments are analyzed to identify areas where standards were not sufficiently addressed.	Assessments are summative in nature and used to assign grades.
Use of Assessment Data for Data Driven Decision Making	Participants use a comprehensive collection of student data to improve efficiency of operational practices and to align instructional practices with student strengths and weaknesses.	Participants compile formative and summative assessment data for limited impact on operational and instructional decisions.	Participants examine summative assessment data for limited impact on operational and instructional decisions.	Participants do not base decisions on students' data.

Adapted from The Collaboration Toolkit
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