IMPACT TEAM SUCCESS CRITERIA

Impact Team Foundational Components	NY	S	A
School Climate			
Social-emotional learning (SEL) and behavioral intentions are coconstructed with students.			
Our team utilizes proactive practices related to student behavior and social-emotional learning.			
Students are taught techniques to take responsibility for their emotions and behavior.			
Our team identifies and implements practices so all demographic and identity groups feel affirmed, validated, and accepted.			
Teaming to Learn			
We have established learning teams (course-alike, vertical, etc.).			
Our team agrees and commits to expanding student ownership and agency.			
Our team uses protocols purposefully to guide team meetings.			
Our team meets weekly for 45–60 minutes.			
Our team has a trained peer facilitator that can facilitate purposeful protocols.			
The peer facilitator participates in job-embedded professional learning monthly.			
Our team receives feedback on our collaborative practices and Impact Team Inquiry Cycle.			
Formative Assessment in Action			
Our classroom practices are based on the notion that teachers partner with students in the learning process (trust is high).			
Learning intentions and success criteria are clearly communicated to students.			
Students receive evidence-based feedback based on success criteria.			
Students use self- and peer assessment as sources of feedback.			
Students set goals and revise their work using success criteria from formative tasks.			
Curriculum: Equitable, Viable, Coherent			
Our team works to ensure curriculum and instruction is culturally proficient and responsive.			
We have determined focus standards that are vertically aligned across grades and/or courses.			
We have determined the time needed to teach and learn the focus standards.			
Our team has organized and sequenced the focus standards coherently to maximize learning opportunities.			
Our team has unpacked the focus standards and has developed student friendly rubrics, check-lists, and tools to support self- and peer assessment and goal setting.			
Our team ensures that the curriculum is accessible to all students.			
Evidence to Inform and Act			
Our team analyzes student work regularly to inform and act.			
Our team triangulates data to determine impact (student voice, student work, diagnostic, etc.).			
Our team monitors ongoing implementation of the formative process.			
Our team analyzes student voice data to ensure that every student's dignity is honored.			
Strengthening Efficacy			
Our school intentionally plans for ways to build student, teacher, and collective efficacy.			
Our school analyzes data regarding relational trust to build a positive learning culture.			
Teachers are knowledgeable about one another's strengths.			
Teachers coconstruct school goals with leadership.			
Leadership uses a strength-based approach to build a strong learning culture.			
Leadership demonstrates vulnerability to strengthen relational trust.			
Our school uses effective intervention systems to support all students.			

NY = Not Yet ǀ S = Sometimes ǀ A = Always