

SELF-ASSESSMENT

Teams can miss gathering evidence of impact when they deviate from their agreed common challenge. A useful tool PLC+ teams can use to organize their thinking is the common challenge–determining impact tool below. This organizer provides a way for teams to stay on course not just by doing, but by analyzing and reflecting on what they did. We’ve completed one row as an example.

COMMON CHALLENGE - DETERMINING IMPACT TOOL

DISTRICT OR SCHOOL IMPROVEMENT PLAN FOCUS	PLC+ TEAM COMMON CHALLENGE	SPECIFIC INSTRUCTIONAL ACTIONS AND APPROACHES TAKEN	MOST RELEVANT STUDENT LEARNING EVIDENCE	EVIDENCE OF IMPACT TO SHARE
<p>Campus Improvement Plan Data Analysis indicated a need to focus on reading comprehension, specifically close reading of informational texts.</p>	<p>Career and Technical Education PLC+ is made up of a variety of disciplines: Masonry, Family and Consumer Sciences Education, Nursing, Auto-Mechanics, and Apprenticeship to Plumbing. Focused on strategies and actions for students to navigate technical texts for coursework as well as for some advanced certification for possible job placement after high school.</p>	<ul style="list-style-type: none"> Intentionally modeling using “Stretch Texts” while providing advanced organizers (effect size = 0.41) Supporting students in rereading deliberately while noticing confusing concepts Cornell Note Taking Focused peer-peer discussions (effect size = 0.82) 	<p>Monthly assessment evidence</p> <p>End of unit and course assessments (some that were externally administered)</p>	<p>Students grew considerably over the year, and the team noted that the percentage of students passing externally administered assessments related to their certifications increased from 74% to 91% in one year.</p>

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