

SELF-ASSESSMENT

A crucial aspect of moving to an ideal state is to gain a clear picture of the current state. Use the following needs assessment chart to determine areas of strength and growth opportunities for professional learning communities in the school or district you serve.

THE TEACHERS IN THIS SCHOOL/DISTRICT				
STATEMENT				PRIORITY (1 - 10)
1. Use PLC teams to align with current professional learning goals and efforts.				
None (0–10%)	Some (11–50%)	Most (51–89%)	All (90–100%)	
2. Routinely determine what it is that students already know to plan for student learning.				
None (0–10%)	Some (11–50%)	Most (51–89%)	All (90–100%)	
3. Utilize teacher clarity processes to promote student learning.				
None (0–10%)	Some (11–50%)	Most (51–89%)	All (90–100%)	
4. Consult current research on student learning to inform practice.				
None (0–10%)	Some (11–50%)	Most (51–89%)	All (90–100%)	
5. Ground discussion of teaching in the context of student learning.				
None (0–10%)	Some (11–50%)	Most (51–89%)	All (90–100%)	
6. Ground discussion of teaching in the context of its impact on student learning.				
None (0–10%)	Some (11–50%)	Most (51–89%)	All (90–100%)	
7. Possess the communication skills needed to collaborate, not just cooperate.				
None (0–10%)	Some (11–50%)	Most (51–89%)	All (90–100%)	
8. Examine how measures of equitable education are evidenced in their own classroom.				
None (0–10%)	Some (11–50%)	Most (51–89%)	All (90–100%)	
9. Interrogate student learning results in the context of measures of equitable education.				
None (0–10%)	Some (11–50%)	Most (51–89%)	All (90–100%)	
10. Continuously recalibrate their expectations using grade-level standards to plan.				
None (0–10%)	Some (11–50%)	Most (51–89%)	All (90–100%)	

Retrieved from the companion website for *PLC+: A Playbook for Instructional Leaders* by Nancy Frey, Dave Nagel, Douglas Fisher, Toni Faddis, and Aida Allen-Rotell. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2024 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.