

# SELF-ASSESSMENT

Use the following tool to assess the status of each question—and the thinking behind each question—in the school or district that you serve. Note that there is a reference to *The PLC+ Playbook* in the final column of this tool (Fisher et al., 2019b). If there is a team-specific need, protocols to support their work can be found in *The PLC+ Playbook*.

ACTIONS	REGULARLY	OCCASIONALLY	NEVER	THE PLC+ PLAYBOOK MODULE
<b>1: Where are we going?</b>				
Do your PLC+ teams collaboratively create learning intentions and success criteria using the skills and concepts in grade-level and content-area learning standards?				5
Do your PLC+ teams collaboratively determine critical learning progressions to drive the use of initial assessments for units of study?				5
<b>2: Where are we now?</b>				
Do your PLC+ teams gather and analyze student voice evidence as a driver of their actions and approaches?				7
Do your PLC teams develop and examine initial assessment evidence for an investigation cycle?				7
Do your PLC+ teams determine and act upon student misconceptions from initial evidence?				7–8
Do your PLC+ teams regularly examine assignments for alignment to their teacher clarity as well as for rigor level?				11
Do your PLC+ teams determine common challenges to prioritize areas that will have the greatest impact on student learning?				8
<b>3: How do we move learning forward?</b>				
Do your PLC+ teams use a process for determining instructional actions?				10
Do your PLC+ teams align instructional actions to the immediate needs of your students?				10

ACTIONS	REGULARLY	OCCASIONALLY	NEVER	THE PLC+ PLAYBOOK MODULE
Do your PLC+ team(s) tightly align their instructional actions to their assessment results?				10
Do teachers and school leaders engage in collaborative learning walks in your school/district?				12
Do teachers in your school/district engage in microteaching?				13
<b>4: What did we learn today?</b>				
Do your PLC+ teams intentionally reflect on <i>their</i> learning and impact as a team?				15
Do your PLC+ teams engage in any expert-noticing protocols?				16
Do your PLC+ teams acknowledge and determine how to address roadblocks for having deep, meaningful conversations about teaching and learning in PLC+ meetings?				19
What is the current reality related to your PLC+ teams' common assessment structure?				17
<b>5: Who benefited and who did not benefit?</b>				
Do your PLC+ teams engage in equity audits to determine if any patterns exist related to learning gaps with specific groups of students?				20
Do your PLC+ teams examine both progress and achievement with evidence and artifacts in PLC+ meetings?				21
Do your PLC+ teams align their work with your school's tiered systems of support?				21
Do your PLC+ teams take inventory of instructional actions and approaches for their Tier 2 and 3 interventions and supports?				21
Do your PLC+ teams monitor the level of quality and impact of tiered instructional actions?				21

After completing the chart, analyze your self-assessment. Which areas within the five guiding questions are most pressing to move your PLC+ teams forward toward your long-term vision? We've completed the first one as an example.

RANKING	QUESTION	RATIONALE	LEADERSHIP ACTION(S)	EVIDENCE OF SUCCESS
Example	3: How do we move learning forward?	I have gathered evidence to know that the PLC+ teams do not tightly align their instructional actions to their assessment results. Very often PLC+ team members jump directly to favorite activities rather than proven instructional strategies. Thus, alignment from intended targets and success criteria to instructional actions is minimal.	I will support the activators in identifying evidence-based strategies that they can use with their teams.	I will collect data from six to eight classrooms per week.
My #1				
My #2				
My #3				