

## PLC Self-Assessment Tool

ASD-South PLC Assessment Tool			Not true of our team	Our team is addressing this	Our team is addressing this with some success	Our team has got this!	
A	Structure	1	We have a PLC meeting schedule and we meet regularly (bi-weekly or weekly).				
		2	We are organized into an effective collaborative team that supports student achievement.				
		3	We have identified team norms to guide us in working together.				
		4	We set short-term and long-term goals and we work toward meeting those goals. We review/update as needed (Plan-Do-Check-Act).				
		5	We are involved in ongoing, job embedded professional learning/reading related to topics aligned with our SIP/DIP.				
B	What do we want students to know / be able to do?	6	We regularly review our curriculum and identify subject specific skills and content and the global competencies that our students should learn.				
		7	We identify the best sequence of skills and content for our course(s).				
		8	We identify the prerequisite knowledge and skills that students need in order to succeed.				
		9	We establish the proficiency standards / success criteria (co-constructed) we want our students to achieve as they relate to the skills, content and competencies of our curricula.				
		10	We use our pre-assessment (baseline) data to determine our next instructional steps.				
C	How will we know when they are 'there'?	11	We frequently develop and analyze common formative assessments/rubrics that help inform our practice and determine each student's differentiated needs.				
		12	We develop and administer common summative assessments/rubrics and analyze the data to calibrate our practices and plan next steps.				
		13	We share and analyze data gathered via conversations, observations, and products to identify if students have met learning outcomes.				
D	What data do we use to inform our decisions and how do we use it?	14	We use the results of our assessments to identify students who have mastered the outcome(s) or who require additional time and support.				
		15	We develop and implement strategies, based on data, using the Plan, Do, Check, Act cycle to guide us in supporting <b>all</b> students.				
		16	We use student data to identify our professional learning needs.				
	Next steps	17	We have identified and recorded ( <i>in the space to the right</i> ) areas in which we require professional learning based on our results from this self-assessment.				