

Please complete the following pre-assessment to determine your school or district's readiness to implement Professional Learning Communities. As you evaluate your school or district's readiness, answer the following questions to the best of your ability. Use this document as data to assess readiness goals.

District Self-Assessment Criteria for PLC

Not-at-All Somewhat 50% To a Large Degree To a Great Extent

We have some understanding of what benefits Professional Learning Communities can bring to our district and school culture.					
We believe that this work can make a substantive improvement for teacher learning and student success.					
We have demonstrated dedicated District Leadership support and a willingness to work comprehensively with school committees and bargaining units to embrace this change in culture.					
We have identified a lead person to be district liaison with CCE and ESE and allocated time for this person to do this work well.					
We can commit to engage fully in this PLC initiative for the next year, with full intent to embed and support effective PLCs in our School and District work as the ongoing lens through which we improve teacher learning and student success.					
We can commit to creating a Superintendent's Leadership Team to actively engage in and receive coaching, and to model and support this effort at the District level.					

District Self-Assessment Criteria for PLC

Not-at-All Somewhat 50% To a Large Degree To a Great Extent

We can commit time and personnel resources to District participation in the full scope of training and coaching.					
We can commit to strong District representation at all Training Sessions.					
Our District has selected participating schools that are representative of diverse grade levels and data challenges.					
We will create a District team in which the lead team members take responsibility for working side-by-side with CCE staff to train school faculties in PLC practices and protocols.					
Selected schools in each district have full Principal support for PLC and ILT team work and Principal commitment to embedding PLC culture school-wide.					
Selected schools have created and are committed to common planning time for teachers at least weekly (ideally 2-3).					
Our district calendars reflect our commitment to making the overall time to do this work well.					
We understand and commit to being active and reflective participants in using and giving feedback to this guide, and this Pilot coaching experience.					
Comments and Questions:					

School Self-Assessment Criteria for PLC

Not-at-All Somewhat 50% To a Large Degree To a Great Extent

Our school’s professional development addresses the individual and collective needs of staff.					
Professional development is embedded as an integral part of daily routines (coaching, staff meetings, and collaborative time).					
Teachers in our school take active roles in promoting, creating, and leading professional development, which builds internal expertise.					
Job-embedded coaching and other supports provide follow-up on the implementation of what is learned through professional development.					
Coaches and teacher leaders are trained in effectively engaging adults, which includes systems and protocols to guide collaborative discussions.					
Our faculty has had experience with PLC work.					
Our school’s schedule is designed to include common planning time for teachers at least weekly (ideally 2-3).					
Our school’s calendar reflects our staff’s commitment to making the overall time to do this work well.					
Our classrooms and instructional practices are “de-privatized” and there is a culture of openness and dialogue about all classroom practices including instruction, assessment, and student work.					
We can and will commit time and personnel resources for our school to participate in the full scope of training and coaching.					
We can and will commit to having our school represented by our selected key liaisons at all training sessions.					

School Self-Assessment Criteria for PLC

Not-at-All Somewhat 50% To a Large Degree To a Great Extent

We will create a school team in which the lead team members take responsibility for working side-by-side with CCE staff to train school faculty members in PLC practices and protocols to ensure that PLC culture is embedded school-wide.					
We understand and commit to being an active and reflective participant team in using and giving feedback to this Pilot coaching and guide experience.					
Comments and Questions:					