



2018-2019 Winterset CSD Professional Learning Community Checkpoint

Purpose: To gauge implementation of the PLC process and to provide data to reflect as an individual, PLC group, building, and district to ensure we are implementing these practices with fidelity.

Name:

PLC:

Checkpoint Period: Fall Winter Spring

Please reflect on the following prompts and indicate on a scale of 1 to 4 to where you feel your PLC is at this moment using the following scale:

- 4= Fully Implementing (Sustaining)
- 3= Partially Implementing (Progressing)
- 2= Early Stages of Implementing (Beginning)
- 1= Processing/Planning Implementation Phase (Not yet)

We have an agreed-upon set of meeting norms in our PLC team (For example, expectations for participant behaviors during meetings).	1	2	3	4
We follow our meeting norms consistently at PLC meetings	1	2	3	4
Our norms help us to have productive, effective conversations	1	2	3	4
We have clear tasks to perform at our PLC meetings	1	2	3	4
Our tasks relate directly to student learning goals	1	2	3	4
A large portion of our PLC time (80%+) is spent on tasks related to student learning goals	1	2	3	4
When team members disagree about ideas or practices, we tend to discuss those disagreements in depths	1	2	3	4
My PLC team has worked to define the most important student learning goals in our content areas	1	2	3	4

Adapted from Building a PLC at Work 2010 Solution Tree

My PLC team has worked to define the most important student learning goals in our content areas	1	2	3	4
In my PLC team, we regularly (at least monthly) administer a common and/or formative assessment	1	2	3	4
We regularly use a common measurement to assess student work (Ex. Rubric)	1	2	3	4
We regularly (at least monthly) analyze data from classroom assessments (Common and/or formative)	1	2	3	4
I adjust the instructional practices in my classroom based on my students' performance on classroom assessments (Common and/or formative)	1	2	3	4
As a PLC, we regularly (at least monthly) make adjustments to our instructional practices across all classrooms based on students' performance on classroom assessments (Common and/or formative)	1	2	3	4
As a PLC, we regularly discuss how our specific instructional practices affect student learning and how changes in our instructional practices might lead to changes in student learning	1	2	3	4

% of Time Spent at PLC Meetings	Task
	Analyzing, comparing, and/or scoring student work
	Developing common/formative assessments
	Analyzing assessment data
	Discussing grade-level or school business priorities (Ex.'s Field trips, Scheduling, etc.)
	Analyzing instructional practices (Ex. Gradual Release of Responsibility)
	Planning curriculum or instruction
	Other: _____

What is one thing that I as the facilitator need to focus on for the remainder of the school year? What resources do I need?