

**Catoosa County Schools**  
**PLC at Work Implementation Self-Assessment**  
**Fall 2017**

Directions:

This survey is divided into three parts:

Part I: Learning as Our Fundamental Purpose (8 questions)

Part II: Building a Collaborative Culture (5 question)

Part III: A Focus on Results (4 questions)

For each question, please individually and honestly assess the current status of your school for each indicator of a PLC according to the following scale:

1-We have not yet begun to address this issue.

2-We are talking about this but have taken no significant action to make it a reality.

3-We have begun to do this, but, at this stage of the implementation process, many staff approach the task with a sense of compliance rather than commitment.

4-We have moved beyond initial implementation and continue to work our way through the process. Support and enthusiasm for the process are growing.

5-This practice is deeply embedded in our culture. Most staff members are committed to doing this and believe it is an important factor in the collective effort to improve our school.

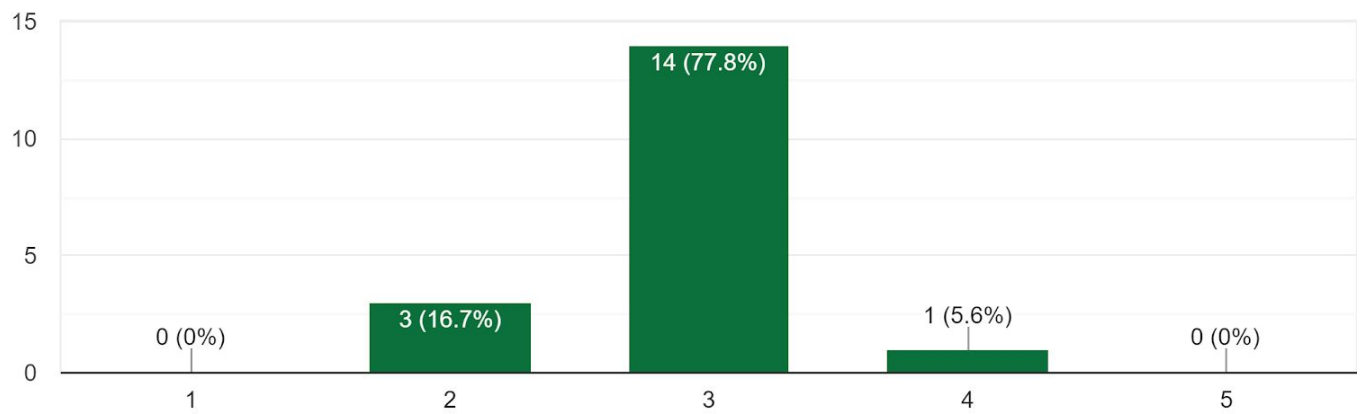
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**Part I: Learning as Our Fundamental Purpose**

**We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.**

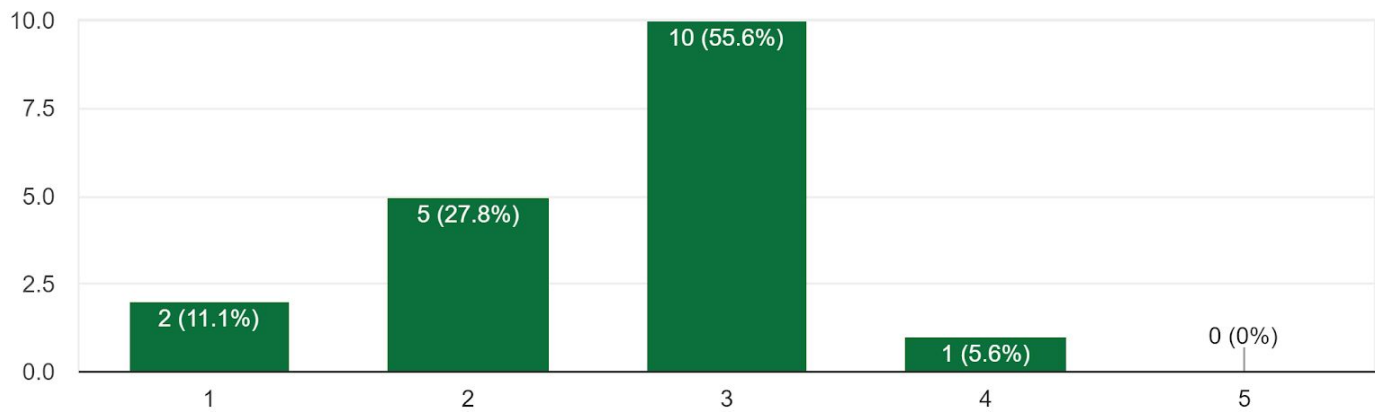
1. We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achieve...able to do as a result of every unit of instruction.

18 responses



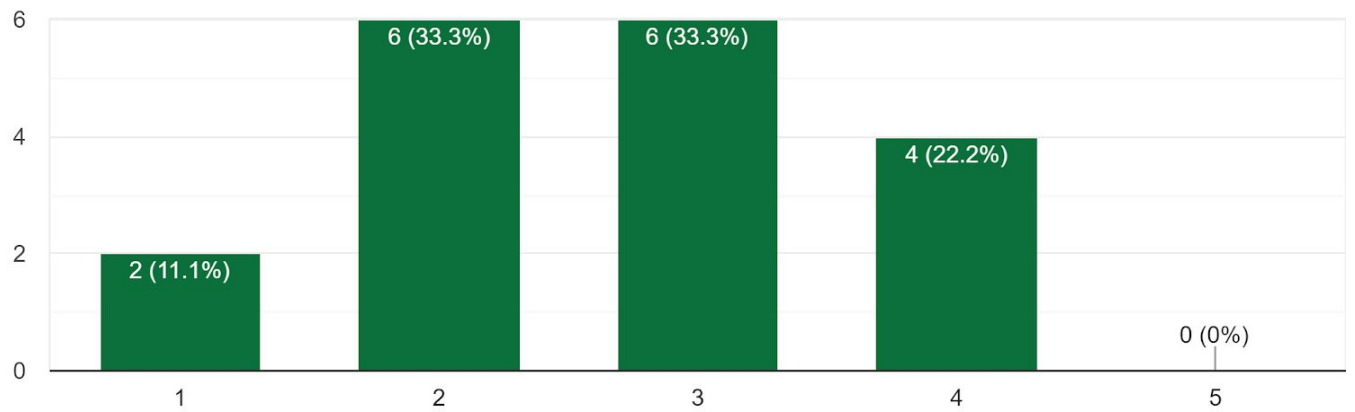
2. We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and practice applying those criteria until we can do so consistently.

18 responses



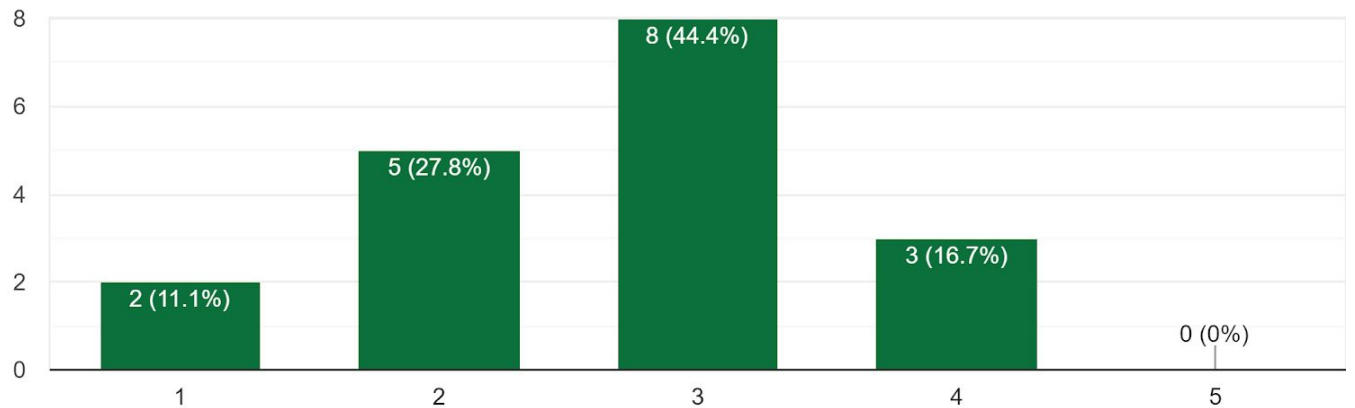
3. We monitor the learning of each student on all essential outcomes on a timely basis through a series of frequent, team-developed formative asses... are aligned with district and state assessments.

18 responses



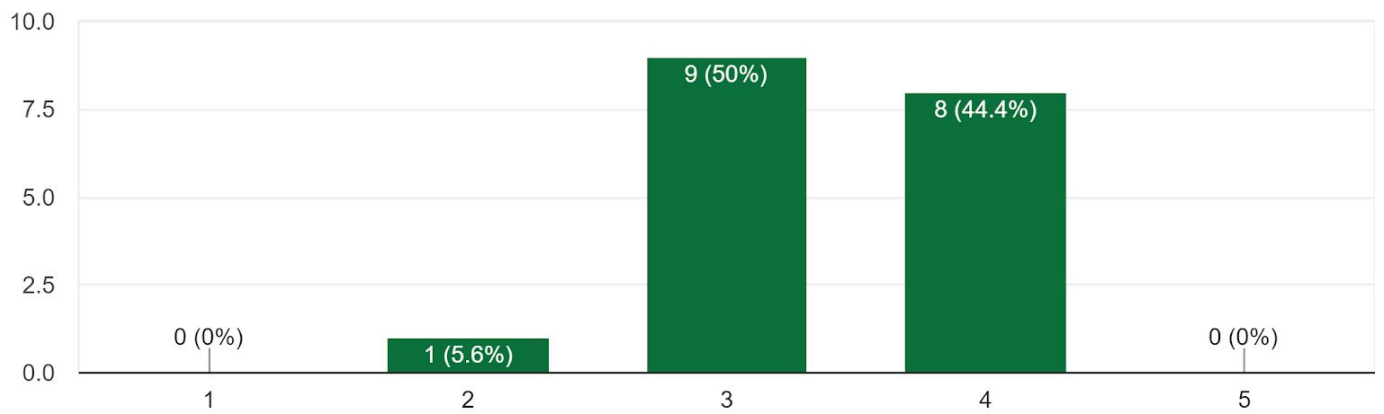
4. We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessment.

18 responses



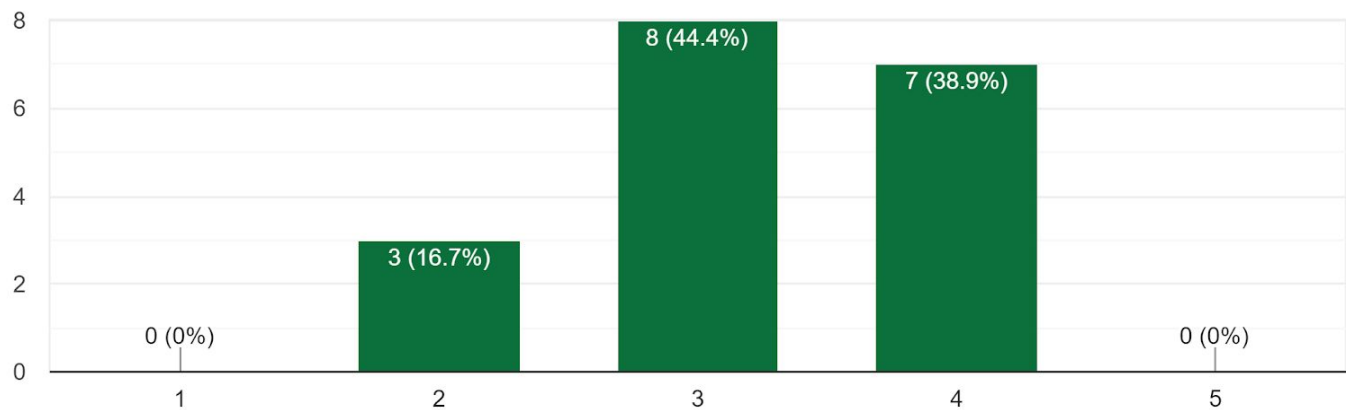
5. We provide a system on interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

18 responses



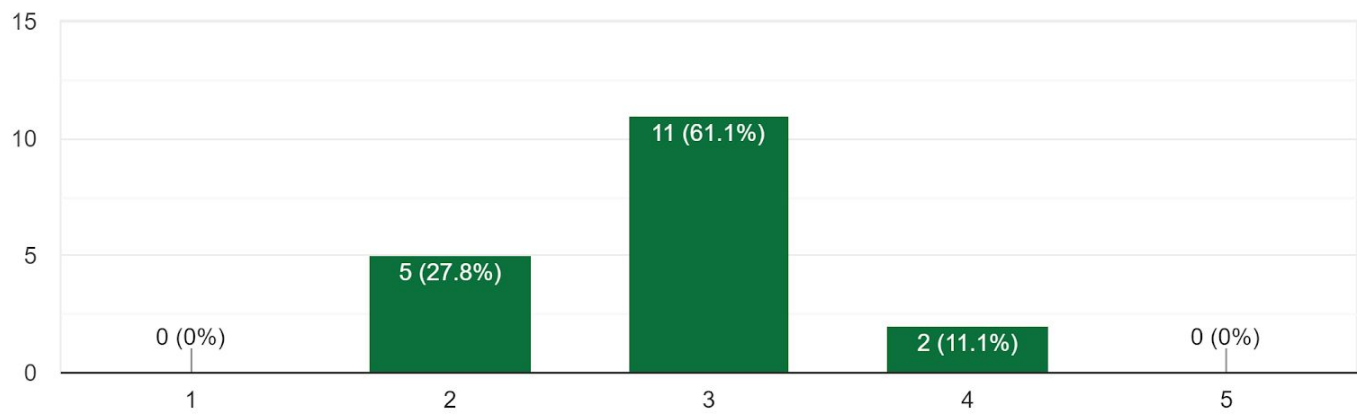
6. Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

18 responses



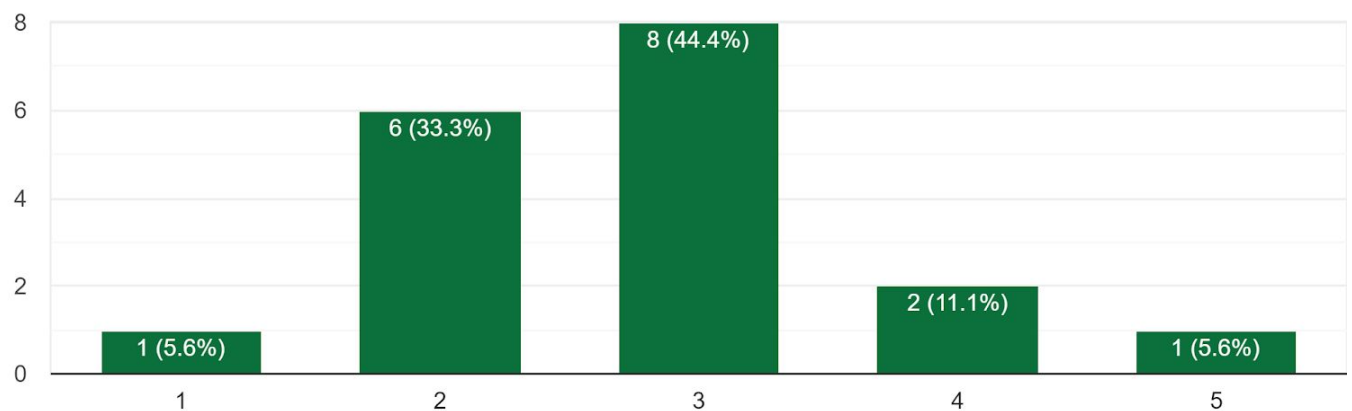
7. We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

18 responses



8. We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, and recognition.

18 responses



**End Part 1: Learning as our Fundamental Purpose-Comments?** 3 responses

**We are still working to focus on learning than teaching.**

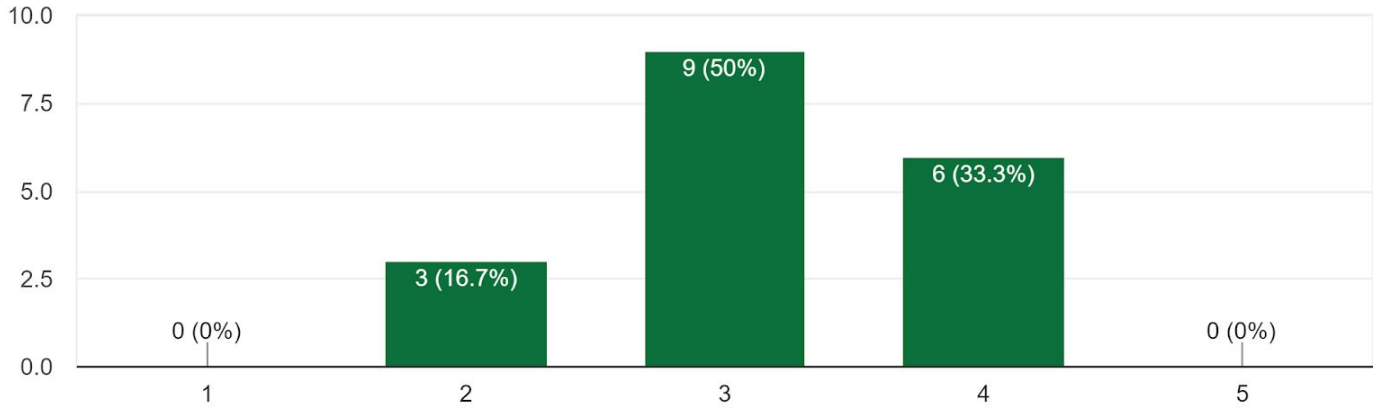
**I feel we are moving toward that as a faculty.**

**We are just beginning;**

**Part II: Building a Collaborative Culture through High Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high performing teams.**

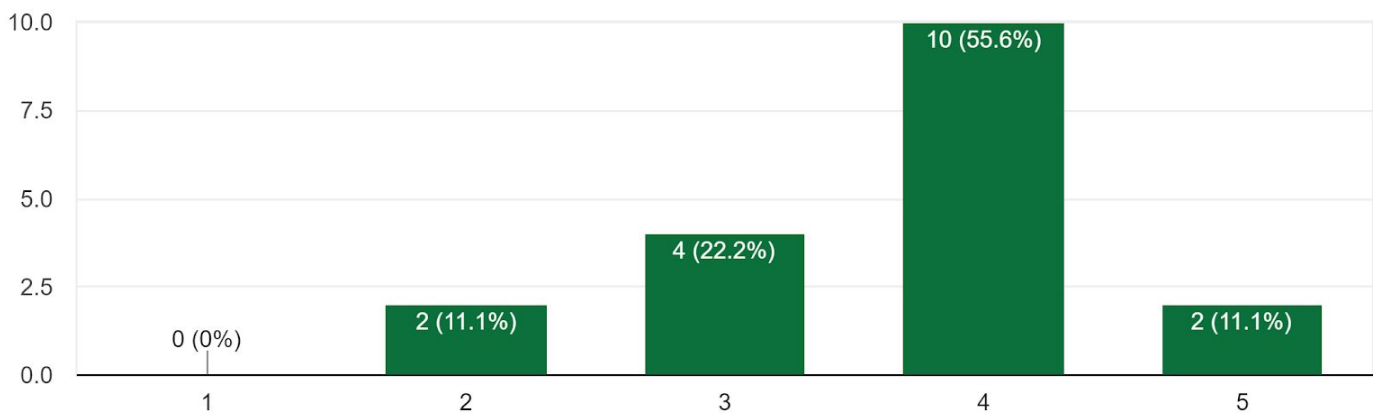
1. We are organized into collaborative teams in which members work together interdependently to achieve common goals.

18 responses



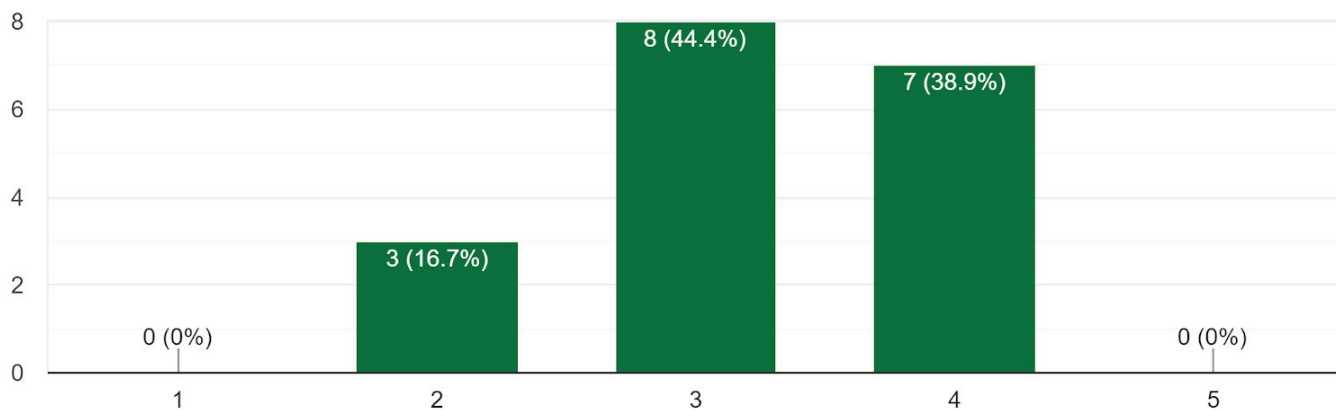
2. We are provided time during the contractual day and school year to meet as a team.

18 responses



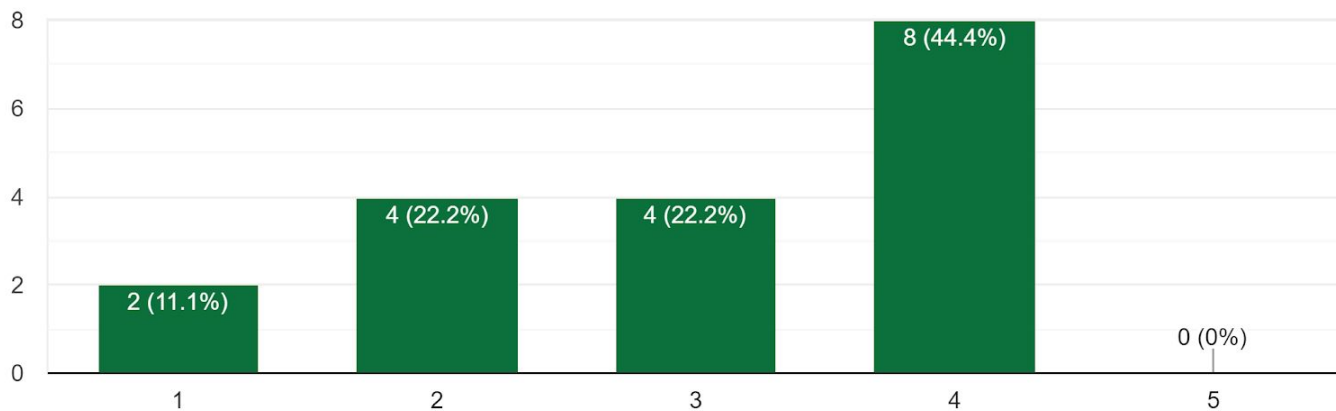
3. We use team time to engage in collective inquiry on questions specifically linked to gains in student achievement.

18 responses



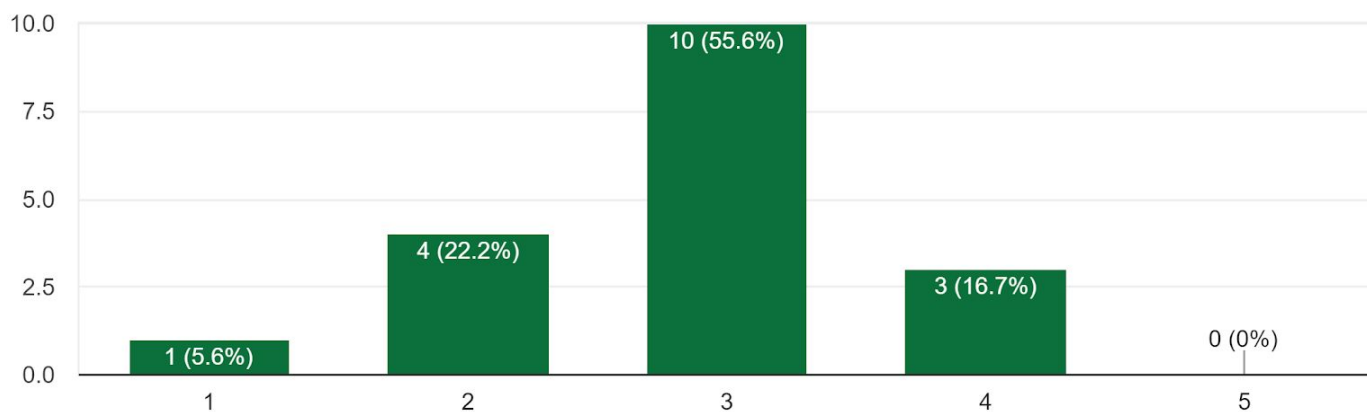
4. We have developed and adhere to team norms.

18 responses



5. Each team is called upon to generate and submit products, which result from its work on the critical questions related to student learning.

18 responses



End Part II: Building a Collaborative Culture through High Performing Teams - Comments? 4 responses

Feel good about this one

Just getting started on the journey

Finding more resistance than I would have thought. For now meeting 1 time a week with each grade level. Other specials teachers are not coming to meeting, don't see the need to attend.

I am not even sure of what products I want collaborative teams to generate and submit...

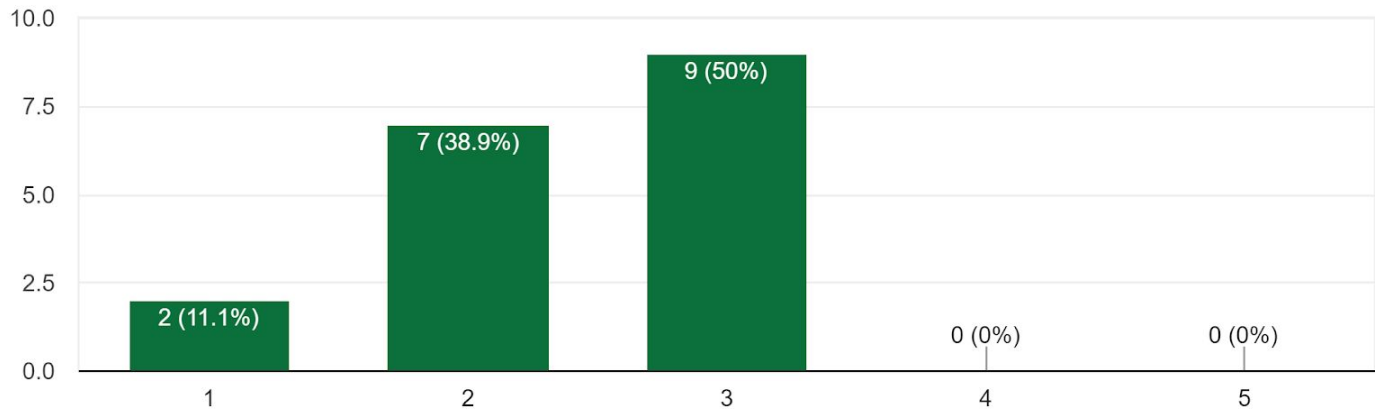


### Part III: A Focus on Results:

We assess our effectiveness on the basis of results rather than intentions. Individuals, teams and schools seek relevant data and information and use that information to promote continuous improvement.

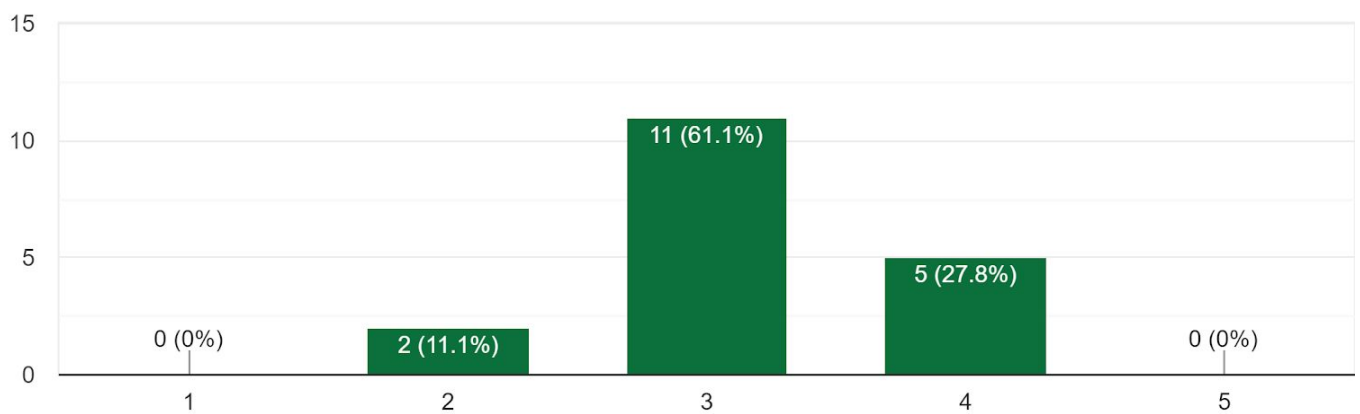
1. Each of our teams has identified a SMART goal that aligns with one of our school goals.

18 responses



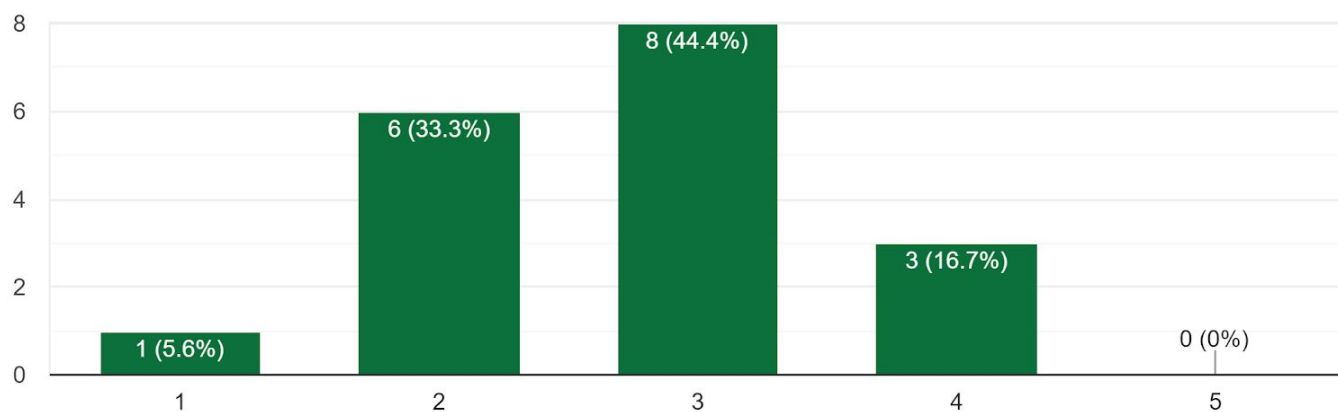
2. Each member of the team received frequent and timely feedback regarding the performance of his/her students on team, district, and state assessments.

18 responses



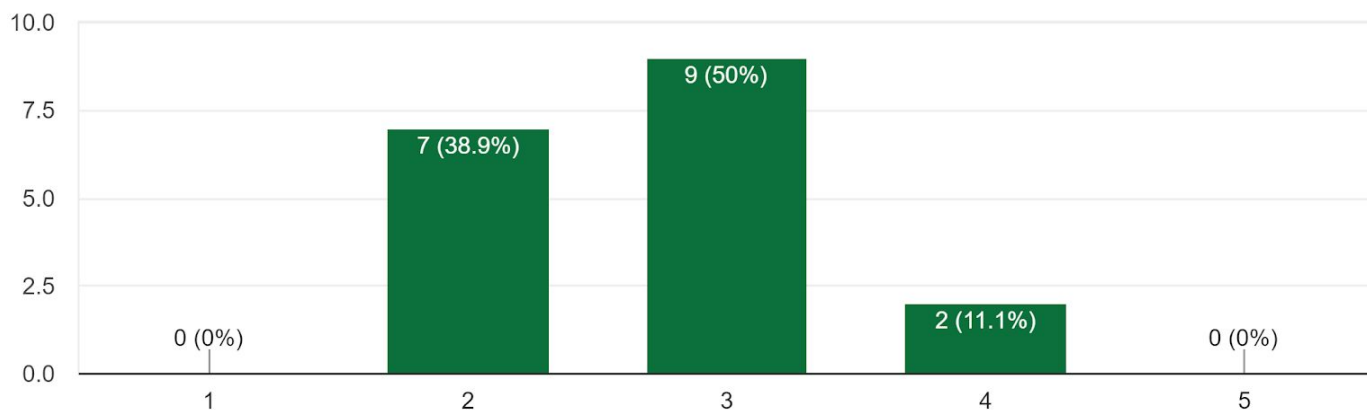
3. We use common assessments to: a) identify students who need additional time and support for learning; b) discover strengths and weaknesses in ...elp measure our team's progress toward its goals.

18 responses



4. For each of the academic and affective goals we have identified for students, we ask, "How do we know if our students are achieving this goal?"

18 responses



### End Part III: A Focus on Results - Comments? 2 responses

This is the next step for us.

Teachers are constantly monitoring and collecting student data; need to work on what we do with the information.