

The Professional Learning Communities at Work™ Continuum: Turning Data Into Information

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to:</p> <ul style="list-style-type: none"> Respond to students who are experiencing difficulty Enrich and extend the learning of students who are proficient Inform and improve the individual and collective practice of members Identify team professional development needs Measure progress toward team goals 	<p>The only process for monitoring student learning is the individual classroom teacher and annual state, provincial, or national assessments. Assessment results are used primarily to report on student progress rather than to improve professional practice. Teachers fall into a predictable pattern: they test, they hope for the best, and then they move on to the next unit.</p>	<p>The district has created benchmark assessments that are administered several times throughout the year. There is often considerable lag time before teachers receive the results. Most teachers pay little attention to the results. They regard the assessment as perhaps beneficial to the district but of little use to them. Principals are encouraged to review the results of state assessments with staff, but the fact that the results aren't available until months after the assessment and the lack of specificity mean they are of little use in helping teachers improve their practice.</p>	<p>Teams have been asked to create and administer common formative assessments and to analyze the results together. Many teachers are reluctant to share individual teacher results and want the analysis to focus on the aggregate performance of the group. Some use the results to identify questions that caused students difficulty so they can eliminate the questions. Many teams are not yet using the analysis of results to inform or improve professional practice.</p>	<p>The school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state or provincial and national assessments. Teams use the results to identify areas of concern and to discuss strategies for improving the results.</p>	<p>Teachers are hungry for information on student learning. All throughout the year, each member of a collaborative team receives information that illustrates the success of his or her students in achieving an agreed-upon essential standard on team-developed common assessments he or she helped create, in comparison to all the students attempting to achieve that same standard. Teachers use the results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment. They also analyze results from district, state or provincial, and national assessments and use them to validate their team assessments.</p>

Individuals, teams, and schools seek relevant data and information and use them to promote continuous improvement.

Where Do We Go From Here? Worksheet

Turning Data Into Information

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
<p>Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to:</p> <ul style="list-style-type: none"> • Respond to students who are experiencing difficulty • Enrich and extend the learning of students who are proficient • Inform and improve the individual and collective practice of members • Identify team professional development needs • Measure progress toward team goals 				

The Professional Learning Communities at Work™ Continuum: Monitoring Each Student's Learning

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore collaboratively we will monitor each student's learning.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those criteria until we can do so consistently.	Each teacher establishes his or her own criteria for assessing the quality of student work.	Teachers have been provided with sample rubrics for assessing the quality of student work.	Teachers working in collaborative teams are attempting to assess student work according to common criteria. They are practicing applying the criteria to examples of student work, but they are not yet consistent. The discrepancy is causing some tension on the team.	Teachers working in collaborative teams are clear on the criteria they will use in assessing the quality of student work and can apply the criteria consistently.	Collaborative teams of teachers frequently use performance-based assessments to gather evidence of student learning. Members have established strong inter-rater reliability and use the results from these assessments to inform and improve their individual and collective practice. The team's clarity also helps members teach the criteria to students, who can then assess the quality of their own work and become more actively engaged in their learning.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments that are aligned with high-stakes assessments students will be required to take.	Each teacher creates his or her own assessments to monitor student learning. Assessments are typically summative rather than formative. A teacher can teach an entire career and not know if he or she teaches a particular skill or concept better or worse than the colleague in the next room.	The district has established benchmark assessments that are administered several times throughout the year. Teachers pay little attention to the results and would have a difficult time explaining the purpose of the benchmark assessments.	Teachers working in collaborative teams have begun to create common assessments. Some attempt to circumvent the collaborative process by proposing the team merely use the quizzes and tests that are available in the textbook as their common assessments. Some administrators question the ability of teachers to create good assessments and argue that the district should purchase commercially developed tests.	Teachers working in collaborative teams have created a series of common assessments and agreed on the specific standard students must achieve to be deemed proficient. The user-friendly results of common assessments are providing each member of the team with timely evidence of student learning. Members are using that evidence to improve their assessments and to develop more effective instructional strategies.	Collaborative teams of teachers gather evidence of student learning on a regular basis through frequent common formative assessments. The team analysis of results drives the continuous improvement process of the school. Members determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference or precedent. Members who struggle to teach a skill are learning from those who are getting the best results. The frequent common formative assessments provide the vital information that fuels the school's system of interventions and extensions. The assessments are formative because (1) they are used to identify students who need additional time and support for learning, (2) the students receive the additional time and support for learning, and (3) students are given another opportunity to demonstrate that they have learned.

Where Do We Go From Here? Worksheet Monitoring Each Student's Learning

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
<p>We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those criteria until we can do so consistently.</p> <p>We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments that are aligned with high-stakes assessments students will be required to take.</p>				