

Professional Learning Team Self-Assessment

Rating (Y)=This is characteristic of our team (I)=Our team needs assistance/improvement

| Professional Learning Teams: | Rating | Comments |
|---|--------|----------|
| 1. Include the appropriate members. | | |
| 2. Clarify and follow productive group norms. | | |
| 3. Meet at the school during the school day. | | |
| 4. Rotate team member responsibilities. | | |
| 5. Attend all learning team meetings. | | |
| 6. Document team activities and discussions in a meeting log. | | |
| 7. Focus on school improvement issues. | | |
| 8. Examine student work and achievement data and analyze the greatest area(s) of need. | | |
| 9. Explore the reason(s) for performance. | | |
| 10. Create and commit to team improvement goals that are strategic, written, measurable, attainable, and realistic. | | |
| 11. Focus on teacher professional learning and growth. | | |
| 12. Look at research-based information to address the team's goal(s). | | |
| 13. Plan and participate in professional development to learn new strategies, skills, and practices related to the goal(s). | | |
| 14. Take decisive action to apply new learning. | | |
| 15. Coordinate and improve teaching/service- delivery strategies. | | |
| 16. Monitor progress during the application of new information, strategies, skills, etc. | | |
| 17. Examine the impact of new teacher/service delivery strategies on student learning. | | |
| 18. Make adjustments to implementation efforts based upon data/ information. | | |
| 19. Celebrate progress and goal achievement. | | |
| 20. Share team accomplishments and activities with non-team members. | | |
| 21. Periodically evaluate team functioning. | | |
| 22. Make adjustments to improve team functioning. | | |
| 23. Meet on an as-needed basis. | | |

Assessing the Impact of Professional Development

| Types of Change | Definition | Teacher Results | Student Results |
|------------------------------------|---|-----------------|-----------------|
| Knowledge (understand) | Conceptual understanding of information, theories, principles, and research | | |
| Attitude (believe) | Beliefs about the value of particular information or strategies. | | |
| Skills (employ) | Strategies and processes to apply knowledge | | |
| Aspiration (desire) | Desires, or internal motivation, to engage in a particular practice | | |
| Behavior (behave regularly) | Consistent application of knowledge and skills | | |