

Part Six

Questions to Guide the Work of Your Professional Learning Community

To Assess the Results Orientation of Your School or District, Ask:

1. What evidence do we have that district goals are directly impacting the work of schools and collaborative teams within the school?

2. Have we identified the evidence we must gather to determine if all students are acquiring the knowledge, skills, and dispositions we have determined are most essential? What does that evidence include?

3. Do we provide students with a variety of ways to demonstrate they are proficient? Can we identify a variety of ways in which students in our school are able to demonstrate they are proficient? What does our list include?

4. Who analyzes evidence of student learning in our school and district? What happens as a result of that analysis? What evidence can we cite that it impacts classroom practice?

5. Does our assessment program enable us to identify, on a timely basis, students who need extra time and support for learning? At what point does our systematic process enable us to identify students who require intervention?

6. Does our assessment program provide every teacher with timely and valid feedback on the extent to which his or her students are becoming proficient in comparison to other similar students in our school or district who are attempting to meet the same standard? If not, what steps must we take to provide every teacher with this timely information?



7. Do we have a balanced assessment program that includes formative and summative assessments, local and state or provincial assessments, and a variety of performance-based and written assessments?

8. Do we use evidence of student learning as part of a continuous improvement process? Is our assessment program helping us to become better as a school?

9. Does our assessment program encourage or discourage student learning?

Final Thoughts

If working together effectively and making data easily accessible and openly shared among team members are critical elements of a PLC, then unproductive conflict and individuals resistant to collaboration and attention to results represent significant obstacles to progress on the PLC journey. Chapter 8 considers those obstacles and offers strategies for addressing them.

