

Professional Learning Structures Snapshot Assessment

This tool is designed to help you narrow down a starting point for improving your professional learning structures by quickly assessing how collaborative planning and observation and feedback are currently operating in your school.

Process

Here's how to approach the assessment on the next page:

1. Before you begin the assessment, we encourage you to gather relevant artifacts (e.g., PLC agendas, feedback provided to teachers) and input from stakeholders (e.g., [Professional Learning Structures Snapshot Teacher Perception Survey](#)) to answer the questions accurately.
2. Independently or with a team, check off statements that accurately describe the professional learning structures in your school. Only check a box when you have considerable confidence that the statement is true for your school. If you or members of your team are unsure, assume that you should not check the box.
3. If you haven't already, share a similar snapshot assessment with teachers in order to gather perception data to compare against leader(s) responses (e.g., [Professional Learning Structures Snapshot Teacher Perception Survey](#)). Triangulate responses to look for potential misalignment across stakeholders, as well as to identify overall trends in responses. (This step is optional, but encouraged).
4. Determine which professional learning structure to focus on. We recommend building on the progress you've already made rather than starting from scratch. Ask yourself: Which structure is positioned to gain momentum more quickly? Start there. In many cases, this may mean you start with the structure for which you score highest.
5. Complete [the corresponding interactive rubric](#) for that structure (i.e., collaborative planning and observation and feedback) to get a customized action plan and chart your improvement path forward.

Professional learning structure	Self-assessment questions	Score
Collaborative planning	<ul style="list-style-type: none"> <input type="checkbox"/> There is a clear, communicated vision for the purpose of collaborative planning. <input type="checkbox"/> There is dedicated and consistent time for teachers to meet regularly. <input type="checkbox"/> Protocols and processes are in place to ensure effective use of collaboration time. <input type="checkbox"/> All staff members understand their roles and responsibilities in the collaborative planning structure. <input type="checkbox"/> Facilitators are trained and well prepared to fulfill their responsibilities in alignment with the vision. <input type="checkbox"/> Teachers and facilitators are invested in collaborative planning time. <input type="checkbox"/> Interactions between facilitators and teachers affirm teachers' perspectives, efforts, and contributions. 	__ /7
Observation and feedback	<ul style="list-style-type: none"> <input type="checkbox"/> There is a clear, communicated vision for the purpose of observation and feedback. <input type="checkbox"/> There is dedicated and consistent time to engage in observation and feedback. <input type="checkbox"/> There is a way to track that all teachers receive consistent observation and feedback. <input type="checkbox"/> All staff members understand their roles and responsibilities in the observation and feedback structure. <input type="checkbox"/> Observers receive training and clear protocols for how to do observation and feedback. <input type="checkbox"/> Teachers and observers are invested in observation and feedback. <input type="checkbox"/> Interactions between observers and teachers affirm teachers' perspectives, efforts, and contributions. 	__ /7