**PLC Self-Assessment and Next Steps**

1. *How I participate on my team*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rating of Key Indicators** | Not at all |  |  |  | To a great extent |
| 1. I help the group stay on task and meet expectations. | 1 | 2 | 3 | 4 | 5 |
| 2. I listen actively, asking questions to clarify and expand on ideas expressed. | 1 | 2 | 3 | 4 | 5 |
| 3. I value diverse perspectives. | 1 | 2 | 3 | 4 | 5 |
| 3. I contribute my own ideas to the discussion. | 1 | 2 | 3 | 4 | 5 |
| 4. I have learned and grown as a mathematics teacher because of our PLC work. | 1 | 2 | 3 | 4 | 5 |
| 5. My efforts help my PLC grow and learn. | 1 | 2 | 3 | 4 | 5 |
| **Synthesis rating: I am a positive, productive, and member of my PLC who is learning ways to improve my mathematics instruction.** | **1** | **2** | **3** | **4** | **5** |

My personal strengths as a mathematics teacher:

Specific goals for further growth as a mathematics teacher

My personal strengths as a PLC member:

Specific goals for further growth as a PLC member:

1. *How our PLC works together*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rating of Key Indicators** | Not at all |  |  |  | To a great extent |
| 1. Responsibilities are shared by all members of our PLC. | 1 | 2 | 3 | 4 | 5 |
| 2. Our PLC manages its time effectively and meets RAMP and PLC expectations. | 1 | 2 | 3 | 4 | 5 |
| 3. Our PLC monitors its progress and adjusts its processes to become more effective when appropriate. | 1 | 2 | 3 | 4 | 5 |
| 3. PLC members value the contributions of other members and are open to different points of view. | 1 | 2 | 3 | 4 | 5 |
| 4. Our PLC is focused on learning together and improving our mathematics instruction. | 1 | 2 | 3 | 4 | 5 |
| **Synthesis rating: Our PLC is productive and developing shared visions for mathematics education.** | **1** | **2** | **3** | **4** | **5** |

Our PLC strengths:

Specific goals for further growth as a PLC:

1. *Our PLC stage of development (See PLC Stages of Collaboration Document)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rating of Key Indicators** | Not at all |  |  |  | To a great extent |
| 1. Our PLC is currently **learning** how to be a team and what can be done together | 1 | 2 | 3 | 4 | 5 |
| 2. Our PLC is **coordinating** common planning and development of lessons and assessments. | 1 | 2 | 3 | 4 | 5 |
| 3. Our PLC is **collaborating** through a sense of collective responsibility for all students’ learning at our school and using analysis of students’ needs to guide our design of instruction and assessment. | 1 | 2 | 3 | 4 | 5 |

*4. Our PLC’s Focus and Actions*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rating of Key Indicators** | Not at all |  |  |  | To a great extent |
| 1. The focus of the group’s activities is on students’ understanding of content in order to improve student learning. | 1 | 2 | 3 | 4 | 5 |
| 2. The PLC has standards or criteria that specify what determines proficiency in student work. | 1 | 2 | 3 | 4 | 5 |
| 3. PLC members share ideas based on evidence, and discussion of the pros and cons of ideas are grounded in evidence. | 1 | 2 | 3 | 4 | 5 |
| 4. The group plans for and pursues opportunities to support team members’ individual learning and growth, including but not limited to enhancing members’ content knowledge when needed. | 1 | 2 | 3 | 4 | 5 |
| 5. Actions are planned and modified based on available research. | 1 | 2 | 3 | 4 | 5 |
| **Synthesis Rating**  **The group has a common vision and applies standards as criteria in its actions, reflections, and planning.** | **1** | **2** | **3** | **4** | **5** |

Our PLC strengths in learning and improving our instruction:

Specific goals for further growth in our PLC learning and instructional improvement:

Specific goals for our PLC’s support of our individual growth in learning and instructional improvement:

Team member commitments to helping our PLC and each member grow: