

Leadership of Professional Learning Self-Assessment, V1.0

Area one: Planning for Focused Professional Learning and Setting Clear Student-focused goals.

To what extent do you: Work with a team to analyze teacher and student learning needs at the school to determine a possible area of professional learning focus for your school or system?				
1	2	3	4	5
Never	Rarely	50% of the time	Usually	Always Example: A team of teacher leaders, coaches, and/or other administrators meets throughout the year to examine formative student and teacher data, draft goals, and analyze impact.

To what extent do you: Plan professional learning from problems of student learning?				
1	2	3	4	5
Never Example: In general terms like, "Third grade reading levels."	Rarely.	50% of the time.	Usually.	Always Example: We have a subgroup of middle-level English learner students who struggle with academic language in English when explaining their reasoning.

To what extent do you: Co-design specific outcomes for professional learning that intentionally connect teacher practice and student learning.				
1	2	3	4	5
<p>Never</p> <p>Example: Teachers will learn to use sentence stems.</p> <p>Example: Students will talk more in class.</p>	Rarely	50% of the time.	Usually.	<p>Always.</p> <p>Example: Teachers will design and implement content-specific stems for students to explain their reasoning and implement them daily, so that students will develop increased specificity in their oral and written reasoning language.</p>

To what extent do you: Plan an aligned initial support plan for teachers as they implement their learning as part of the goal-setting up front.				
1	2	3	4	5
<p>Never</p> <p>Example: Teachers will learn to use sentence stems.</p> <p>Students will talk more in class.</p>	Rarely	50% of the time.	Usually.	<p>Always</p> <p>Example: Teachers will design and implement content-specific stems for students to explain their reasoning and implement them daily, so that students will develop increased specificity in their oral and written reasoning language.</p>

Area Two: Sponsorship during Professional Learning for Teachers

On a scale of 1-5, to what extent do you regularly...

1. Provide opening statements at the start of a formal professional learning opportunity for teachers which includes most of the following: your excitement, a link to school goals, the purpose of the learning, the impact of the learning on students so far, and your expectations for the teachers during and after the session.
2. Attend the professional learning with an eye toward what and how teachers are learning.
3. Have questions in mind while attending a session that help you know what to notice and how to participate.
4. Attend the professional learning to learn the content and build a sharper vision of instruction.
5. Know your role during a professional learning session.
6. Provide closing statements that include most of the following: summarize what you learned, convey excitement, make links between student learning and teacher learning, highlight your teachers' learning, and convey your expectations.
7. Elicit teachers' goals.

Area Three: Following Up

On a scale from 1-5, to what extent do you...

1. Visit classrooms with an eye towards what teachers are trying out, approximating, or interpreting as a result of their learning.
2. Visit classrooms with an eye towards how the student role, learning, and/or participation is changing as a result of their teachers' learning.
3. Provide teachers targeted feedback on their own named goals and next steps.
4. Use formative data collected from classroom observations to inform your planning for professional development.
5. Visit classrooms with other school leaders to calibrate and co-plan for teacher learning.