

## An Audit of Our Commitment to Key PLC Concepts

**DIRECTIONS FOR COMPLETING THIS AUDIT:** Individually, silently and *honestly* assess the current status of your school for each indicator according to the levels of implementation identified.

<b>Part I. Learning as our Fundamental Purpose</b>					
We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.					
Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many staff members approach the task with a sense of compliance rather than commitment.	We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.	This practice is deeply embedded in our culture. Most staff are committed to doing this and feel it is an important factor in the collective effort to improve the school.
We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those criteria until we can do so consistently	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many staff members approach the task with a sense of compliance rather than commitment.	We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.	This practice is deeply embedded in our culture. Most staff are committed to doing this and feel it is an important factor in the collective effort to improve the school.
We monitor the learning of each student on all essential outcomes on a <i>timely</i> basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many staff members approach the task with a sense of compliance rather than commitment.	We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.	This practice is deeply embedded in our culture. Most staff are committed to doing this and feel it is an important factor in the collective effort to improve the school.
We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessment.	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many staff members approach the task with a sense of compliance rather than commitment.	We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.	This practice is deeply embedded in our culture. Most staff are committed to doing this and feel it is an important factor in the collective effort to improve the school.