



**TEAM SELF-ASSESSMENT**

**Where are we in the process of implementing a proficiency-based system?**

	4	3	2	1
<i>Directions:</i> For each day, there are questions associated with each strand. Discuss the questions under each strand as you move through Day 1 and 2. Note your evidence for the rating and describe some helpful next steps.	Yes, we have!	We're doing okay with this	We need to focus here	We have not yet started
<b>Strand 1 Defining and Assessing Proficiency</b>				
<b>DAY ONE</b>				
1. Have we identified a process and a plan to award proficiency-based diplomas?				
2. Do we have graduation standards and performance indicators identified?				
3. Have we determined how we will assess our Indicators?				
4. Have we developed a valid and reliable assessment system? How do we know?				
<b>DISCUSS EVIDENCE AND NEXT STEPS</b>				
<b>DAY TWO</b>				
1. Do we have a specific process for creating, documenting and sharing our work on PBL?				
2. Do we have shared design models and resources for our PBL work?				
3. Have we determined what student evidence is sufficient to demonstrate proficiency?				
4. Have we decided how we will manage and track student demonstration of mastery?				
<b>DISCUSS EVIDENCE AND NEXT STEPS</b>				

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<b>Strand 2 Transforming Teaching and Learning</b>				
<b>DAY ONE</b>				
1. Have we created student-centered classrooms in the district? How do we know?				
2. Have we provided professional development to support teachers in the transformation process?				
3. Have we built a common understanding of what standards-based schools look and feel like?				
4. Have we developed clear plans and strategies to support all stakeholders in this process?				
<b>DISCUSS EVIDENCE AND NEXT STEPS</b>				
<b>DAY TWO</b>				
1. Have we designed classroom processes that support student advancement regardless of grade or age?				
2. Have we designed processes we can sustain over time? How do we know?				
3. Have we included technology use to expand student learning?				
4. Have we provided teachers and students with the support and resources needed to ensure equitable technology access and appropriate usage?				
<b>DISCUSS EVIDENCE AND NEXT STEPS</b>				

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<b>Strand 3 Communication with Stakeholders</b>				
<b>DAY ONE</b>				
1. Have we determined key messages and matched them to stakeholder group?				
2. Have we communicated key messages to each stakeholder group?				
3. Have we identified stakeholder concerns?				
4. Have we responded well to stakeholder concerns?				
<b>DISCUSS EVIDENCE AND NEXT STEPS</b>				
<b>DAY TWO</b>				
1. Have we identified and revised policies related to PBL?				
2. Have we gotten board approval for revised policies?				
3. Do our internal stakeholders (teachers, students, administrators) understand what we are doing and why? Could they tell others?				
4. Do our external stakeholders (parents, school board, community partners, taxpayers) understand what we are doing and why? Could they tell others?				
<b>DISCUSS EVIDENCE AND NEXT STEPS</b>				