



Professional Learning Readiness Self-Assessment Tool

November 2014

About the *Professional Learning Readiness Self-Assessment Tool*

The *Professional Learning Readiness Self-Assessment Tool* helps districts assess their capacity for effective, comprehensive professional learning. For the purposes of this tool, effective professional learning strategies are those strategies based upon research and aligned with professional standards. Comprehensive professional learning includes face-to-face and virtual learning experiences and also incorporates formal professional learning, in which the organization sets objectives, and informal professional learning, in which the educator sets objectives.

It is recommended that this tool be used by a district team responsible for professional learning and/or continuous improvement planning. Ideally, leadership would be distributed among the team's members, and the team would include the superintendent or designee; central office staff; school administrators; teacher leaders; and, where appropriate, community members, parents, and/or students.

The experience of self-assessing your district's readiness for effective, comprehensive professional learning by discussing how a condition is currently seen or experienced; areas of strength and need; and, where appropriate, how your district can move toward full implementation is one of the first steps in changing and improving professional learning. Self-assessment is also professional learning in and of itself—an experience that builds common understanding, ownership, and coherence.

This checklist is part of the *Future Ready Schools: Empowering Educators through Professional Learning* toolkit and can be found at tech.ed.gov/FutureReady/Professional-Learning.¹

¹ This publication also contains URLs for information created and maintained by private organizations. This information is provided for the reader's convenience. The U.S. Department of Education is not responsible for controlling or guaranteeing the accuracy, relevance, timeliness, or completeness of this information. Further, the inclusion of information or URL does not reflect the importance of the organization, nor is it intended to endorse any views expressed or products or services offered.

Instructions for Use

This *Professional Learning Readiness Self-Assessment Tool* is designed to assess the face-to-face and virtual professional learning capacity that exists in your district and across your schools. The items on the following pages describe organizational conditions for success in leading, supporting, and sustaining professional learning found in districts with high capacity for effective, comprehensive professional learning. (See References at the end of the tool for the research on which the items are based.)

As an individual, you can rate your district's readiness using the following 3-point scale. Space is provided for you to present evidence of performance of the condition by describing how the condition is currently seen or experienced. If you find that you have conditions at Levels 1 or 2, use this tool to identify steps to move toward full implementation of professional learning.

Circle the most appropriate number:

3—The condition is in place; your district is fully implementing effective, comprehensive professional learning in this way.

2—Approaching condition implementation; your district is transitioning toward implementation of effective, comprehensive professional learning in this way, or your district has “pockets” in which this condition is observable.

1—The condition is not in place; your district may be aware of the importance of putting this condition in place.

1. Organizational Condition for <i>Leading Professional Learning</i> <i>In our district...</i>	3	2	1	Evidence: How is the condition seen or experienced?	What steps can be taken to improve readiness?
a. We recognize the importance of leveraging both face-to-face and virtual professional learning as a key strategy for supporting significant district, school, and individual improvements.	3	2	1		
b. We understand how our improvement goals and comprehensive professional learning experiences align with our district's vision and learning priorities.	3	2	1		
c. We keep student learning as the central focus of our comprehensive professional learning.	3	2	1		
d. We provide a supportive and nurturing climate and culture in which self-direction, transparency, taking calculated risks, inquiry, reflection, and receiving and responding to feedback are the norm.	3	2	1		
e. We adopt and model the dispositions and attributes that enable us to adapt to learning in a connected world, one of which is taking the posture of a co-learner, co-creator, and co-leader.	3	2	1		
f. We demonstrate a range of leadership skills that includes and values common vision, distributed leadership, collaborative decision making, and community building.	3	2	1		
g. We require our comprehensive professional learning experiences to have strong bases in research and standards or substantial evidence of effective practice.	3	2	1		

1. Organizational Condition for <i>Leading Professional Learning</i> <i>In our district...</i>	3	2	1	Evidence: How is the condition seen or experienced?	What steps can be taken to improve readiness?
h. We model the processes and skills important for communication and collaboration in a global society in both our learning and work, including the effective use of a variety of technology tools and resources.	3	2	1		
i. We promote and model ethical, equitable, legal, safe, and responsible use of digital technologies.	3	2	1		
SECTION 1 TOTAL (Add circled numbers down the columns and across.) ___ + ___ + ___ + = ___					

2. Organizational Condition for Supporting Professional Learning <i>In our district...</i>	3	2	1	Evidence: How is the condition seen or experienced?	What steps can be taken to improve readiness?
a. We provide teachers and administrators with continuous, job-embedded, focused, and differentiated face-to-face and virtual professional learning.	3	2	1		
b. We provide opportunities to develop skills and attitudes that enable communication, collaboration, team building, creativity, and problem solving in our comprehensive professional learning experiences.	3	2	1		
c. We monitor and evaluate the implementation of comprehensive professional learning, seeking input from educators and collecting evidence of effectiveness at student, educator, and organizational levels.	3	2	1		
d. We have collective bargaining agreements/ contracts, calendars, daily schedules, and incentive systems that support comprehensive professional learning.	3	2	1		
e. We allocate resources, including people, time, and money, to support the highest professional learning priorities and leverage resources across initiatives.	3	2	1		
SECTION 2 TOTAL (Add circled numbers down the columns and across.)	— +	— +	— +	=	—

3. Organizational Condition for Sustaining Professional Learning <i>In our district...</i>	3	2	1	Evidence: How is the condition seen or experienced?	What steps can be taken to improve readiness?
a. We provide meaningful face-to-face and virtual professional learning opportunities to staff throughout their careers.	3	2	1		
b. We link teacher and administrator evaluation to comprehensive professional learning, including use of evaluation data to inform reflection and goal setting, formative feedback, and longer term planning for professional learning.	3	2	1		
c. We have policies and curricula in place that require educators to effectively use technology to facilitate experiences that advance learning, creativity, and innovation.	3	2	1		
d. We implement ways of sharing and spreading our comprehensive professional learning.	3	2	1		
e. We have in place a two-way communication and engagement strategy that keeps all stakeholders informed of our comprehensive professional learning.	3	2	1		
SECTION 3 TOTAL (Add circled numbers down the columns and across.)	— +	— +	— +	=	—

Scoring the Self-Assessment

Individually...

1. Enter your individual section total scores from Sections 1–3 on pages 4, 5, and 6 in the My Totals column in the following table.

As a team...

2. Calculate your district totals by listing and adding all individual section total scores together from Sections 1–3 and entering them in the District Totals column.
3. Possible scores can be determined by multiplying the highest score possible for each section by the number of staff completing the self-assessment. (Number of staff is represented by N in the Possible Scores column.)
4. Consider your district totals as compared with the possible scores, and discuss your overall readiness in each of the three organizational conditions areas.
5. Refer to your individual rating and the evidence you cited for each condition within a section, and distinguish among conditions in order to further identify levels of readiness. Remember:
 - 3 represents full implementation and significant strengths.
 - 2 represents partial readiness, moving toward full implementation.
 - 1 represents beginning readiness and areas of greatest need.
6. Select areas and conditions to address in your district planning and possible steps that can be taken to improve readiness for comprehensive professional learning.

Conditions	My Totals	District Totals	Possible Scores
1. Leading Professional Learning			$27 \times N =$ (9×3)
2. Supporting Professional Learning			$15 \times N =$ (5×3)
3. Sustaining Professional Learning			$15 \times N =$ (5×3)

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