

Washington State College- and Career-Ready Standards Implementation
Transforming Professional learning Systems for Reform:
Common Core and More District Network Project (WA-TPL)

WA – TPL Professional Learning System Readiness Self-Assessment for Lab and Critical Friend District Applicants

Note: This document is provided for reference only. For WA-TPL iGrant applications, this Assessment must be completed at <http://ospi.WA-TPL-Readiness.sgizmo.com/s3/> and submitted in the iGrant.

Please respond to the following statements using the scale below:

- 4 This is fully implemented in our district. We could help other districts with this.
- 3 This is partially implemented in our district. We have individuals who are leading this work.
- 2 We have begun working toward implementation. We need a lot more guidance as to how to make this happen.
- 1 This has not been addressed in our district.

AREA		4	3	2	1
Learning Communities	Build collegial and collaborative relationship among educators to enhance student learning.				
	District supports and expects all educators to exhibit collaborative and collegial practices focused on understanding and implementing CCSS to improve student learning. Especially intentional collaboration that attends to instructional practice (TPEP Criteria #8)				
	Educators' practice encourages collective responsibility for all students meeting CCSS.				
	Educators are given distributed, scheduled and frequent meeting time to continuously improve their own understanding of the CCSS.				
	Educators know, articulate and use learning progressions that assist students in reaching academic goals.				
	Learning community uses data to inform continuous improvement about their own learning.				
Leadership	Capacity for learning and leading; Advocate for professional learning; Create supports and structures				
	Leaders develop a network of district and school instructional leaders with CCSS expertise.				
	Leaders focus on the CCSS as a high priority for students, staff, and themselves.				
	Leaders identify existing initiatives to suspend or amend in order to create capacity.				
	Leaders understand and connect initiatives focused on student learning and initiatives focused on educator effectiveness.				
Resources	Prioritize human, fiscal, material, technology, and time resources; Monitor resources; Coordinate resources				
	District identifies gaps in human, fiscal, material, technology, and				

	time resources to achieve the CCSS.				
	District prioritizes and coordinate resources (both internal and external) towards addressing gaps in support, including the support necessary for all teachers to implement the CCSS and for general education teachers to build their own instructional capacity to support students with disabilities, English language learners, and highly capable students.				
Data	Analyze student, educator, system data; Assess progress; Evaluate professional learning				
	District uses disaggregated data about students, educators, and systems to define individual, team, school, and system goals for professional learning to support the CCSS.				
	Key attributes and formative components of the new assessment system are understood and used to inform instruction.				
	District Assures teachers use multiple student data elements to modify instruction and improve student learning (TPEP Criteria 6)				
	Grading practices are aligned to support implementation.				
	District uses educator effectiveness data to inform professional development planning.				
Learning Design	Apply learning theories, research, and models to instructional practice; Select learning designs; Promote active engagement				
	District uses the research about impactful professional learning to design learning opportunities focused on the CCSS.				
	District professional learning attends to the vertical alignment and learning progressions within the CCSS.				
	District organizes professional learning that builds a deep, focused, and coherent understanding of the CCSS among all educators.				
	District has structures that support all teachers provide clear and intentional focus on subject matter content and curriculum, centering instruction on high expectations for student achievement and demonstrate effective teaching practices (TPEP Criteria 1, 2 & 4)				
Communication	Build on common focus and collaboration with all stakeholders including families and communities to enhance student learning				
	Communicate the intent and implications of standards to build awareness of the value of CCSS.				
	Communicate the level of expectations of the CCSS across stakeholder groups, including with families and communities.				
	Communicate how the CCSS fits with ongoing district and school improvement efforts and other district initiatives.				
Alignment of Policies and Practices	Aligned system focused on learning; Internal and external alignment				
	Clear internal vision to which all policies, structures and practices are aligned.				
	Leaders align district initiatives to build capacity for implementation of CCSS.				