

## Professional Learning Communities Assessment – District Support

Developed and Validated in 2015

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### Directions:

This survey assesses your perceptions about your school district's support for the development and implementation of PLCs in schools. The survey contains statements describing actions district leaders take to support schools in the PLC process. Read each statement and use the scale to select the point that best reflects your level of agreement. You may also write comments in the space provided after each section.

### Definition:

**Professional Learning Community (PLC)** – *Professional educators working collectively and purposefully to create and sustain a culture of learning for all students and adults.* (Hipp & Huffman, 2010. Demystifying professional learning communities: Leadership at its best. p. 12).

### Key Terms:

- District Leaders – All central office staff directly associated with curriculum, instruction, and assessment of students (e.g., superintendent, associate/assistant superintendents, directors, department coordinators, curriculum coordinators, instructional strategists)
- School Leaders – Principals, Associate/Assistant/Vice Principals, Deans, Instructional Coordinators (e. g., Strategists, Coaches), Department Chairs, Team Leaders, Grade/Content Leaders
- School Staff – All professional staff associated with curriculum, instruction, and assessment of students (e. g., school leaders, teachers, counselors, librarians)
- Professional Learning Teams (PLTs) – Teachers collaborating for the purpose of improving teaching and learning (e.g., strengthening teaching skills, enhancing instructional strategies, examining student work, aligning curriculum, instruction, and assessment).
- Stakeholders – Parents and community members

**Scale:** 1 = Strongly Disagree (SD)  
2 = Disagree (D)  
3 = Somewhat Disagree (SWD)  
4 = Somewhat Agree (SWA)  
5 = Agree (A)  
6 = Strongly Agree (SA)

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### SAMPLE ITEMS

<b>Shared and Supportive Leadership</b>		<b>SD 1</b>	<b>D 2</b>	<b>SD 3</b>	<b>SA 4</b>	<b>A 5</b>	<b>SA 6</b>
	<i>District leaders...</i>						
4	...provide opportunities to engage school staff in district-level decision making.						
12	...encourage shared accountability among district and school staff.						
COMMENTS:							

<b>Shared Values and Vision</b>		<b>SD 1</b>	<b>D 2</b>	<b>SD 3</b>	<b>SA 4</b>	<b>A 5</b>	<b>SA 6</b>
	<i>District leaders...</i>						
19	...support the PLC process as a coordinated approach to achieve the district vision.						
23	...use data to assist schools in prioritizing actions to achieve the shared vision.						
COMMENTS:							

<b>Collective Learning and Application of Practice</b>		<b>SD 1</b>	<b>D 2</b>	<b>SD 3</b>	<b>SA 4</b>	<b>A 5</b>	<b>SA 6</b>
	<i>District leaders...</i>						
28	...collaborate with school staff to implement curricula aligned to state standards that guide instruction.						
40	...provide regularly scheduled opportunities to share effective professional learning community practices.						
COMMENTS:							

	<b>Supportive Conditions – Relationships</b>	<b>SD 1</b>	<b>D 2</b>	<b>SD 3</b>	<b>SA 4</b>	<b>A 5</b>	<b>SA 6</b>
	<i>District leaders...</i>						
47	...model respectful interactions between district and school staff.						
55	...facilitate interactive communication with stakeholders.						
COMMENTS:							

	<b>Supportive Conditions – Structures</b>	<b>SD 1</b>	<b>D 2</b>	<b>SD 3</b>	<b>SA 4</b>	<b>A 5</b>	<b>SA 6</b>
	<i>District leaders...</i>						
56	...provide regularly scheduled time for district and school leaders to collaborate.						
66	...provide financial support to schools to implement professional learning community practices.						
COMMENTS:							