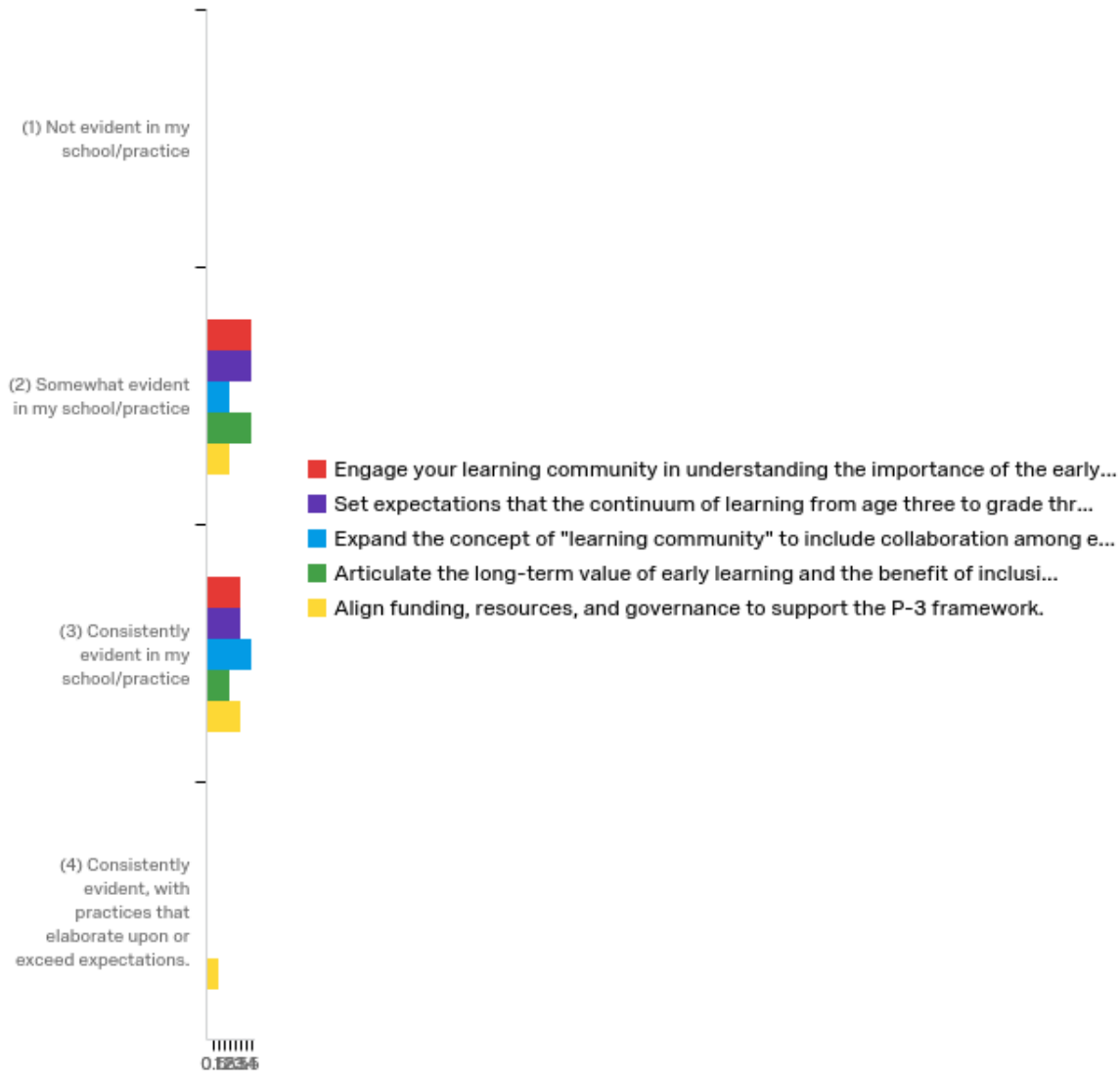


# Leading P-3 Learning Communities: A Beginning of the Year Self-Assessment Report

September 14th 2017, 5:18 pm MDT

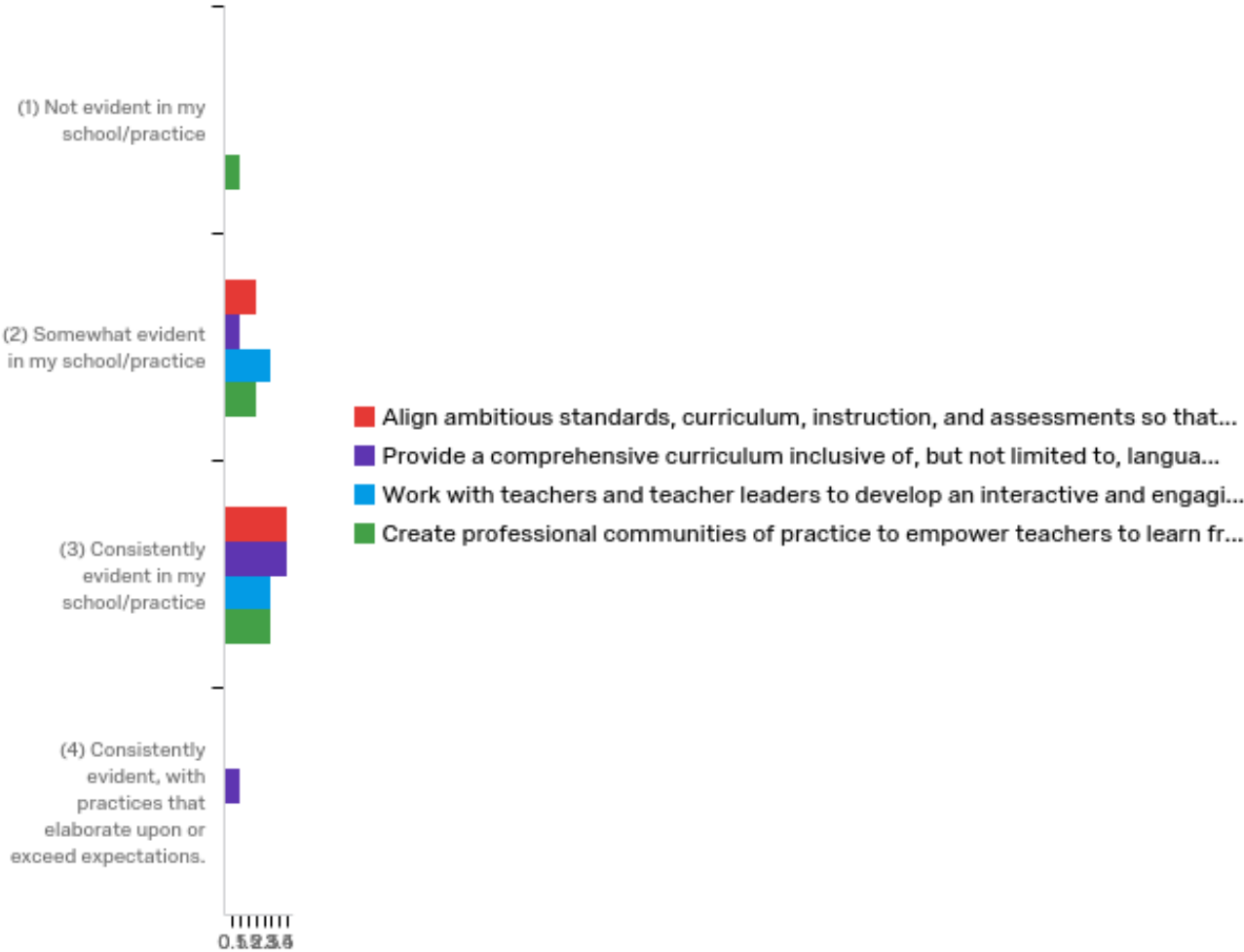
## Q1 - Competency 1: Embrace the P-3 Early Learning Continuum



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#	Question	(1) Not evident in my school/practice	(2) Somewhat evident in my school/practice	(3) Consistently evident in my school/practice	(4) Consistently evident, with practices that elaborate upon or exceed expectations.	Total
1	Engage your learning community in understanding the importance of the early learning continuum and the transitions along it.	0.00% 0	57.14% 4	42.86% 3	0.00% 0	7
2	Set expectations that the continuum of learning from age three to grade three is fundamental to your school's mission.	0.00% 0	57.14% 4	42.86% 3	0.00% 0	7
3	Expand the concept of "learning community" to include collaboration among external, as well as internal, stakeholders.	0.00% 0	33.33% 2	66.67% 4	0.00% 0	6
4	Articulate the long-term value of early learning and the benefit of inclusive early learning to parents and all learning community stakeholders.	0.00% 0	66.67% 4	33.33% 2	0.00% 0	6
5	Align funding, resources, and governance to support the P-3 framework.	0.00% 0	33.33% 2	50.00% 3	16.67% 1	6

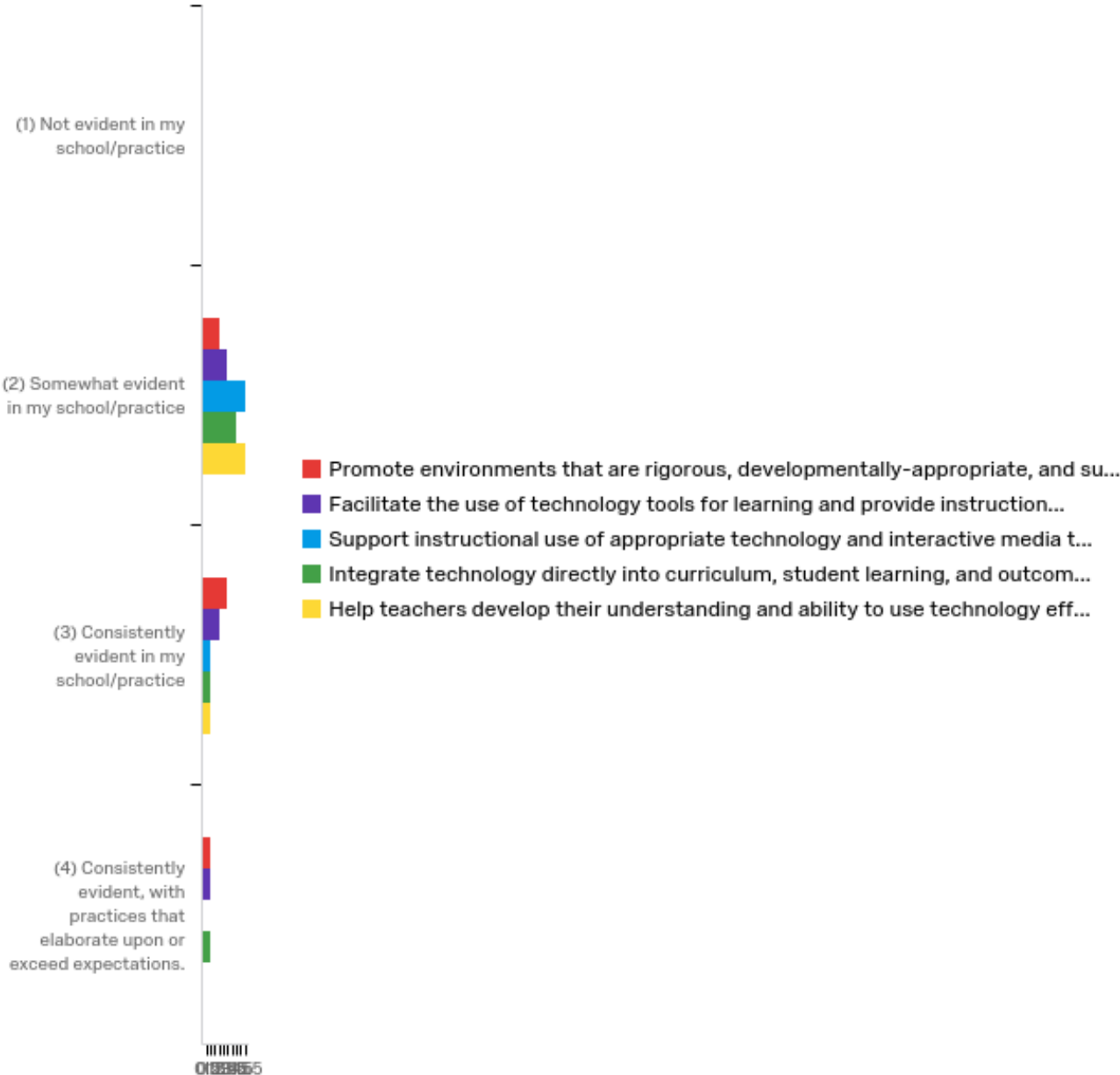
## Q2 - Competency 2: Ensure Developmentally-Appropriate Teaching



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#	Question	(1) Not evident in my school/practice	(2) Somewhat evident in my school/practice	(3) Consistently evident in my school/practice	(4) Consistently evident, with practices that elaborate upon or exceed expectations.	Total
1	Align ambitious standards, curriculum, instruction, and assessments so that they create a consistent framework for learning from age three to grade three.	0.00% 0	33.33% 2	66.67% 4	0.00% 0	6
2	Provide a comprehensive curriculum inclusive of, but not limited to, language arts and math.	0.00% 0	16.67% 1	66.67% 4	16.67% 1	6
3	Work with teachers and teacher leaders to develop an interactive and engaging early learning curriculum.	0.00% 0	50.00% 3	50.00% 3	0.00% 0	6
4	Create professional communities of practice to empower teachers to learn from each other and to improve instruction.	16.67% 1	33.33% 2	50.00% 3	0.00% 0	6

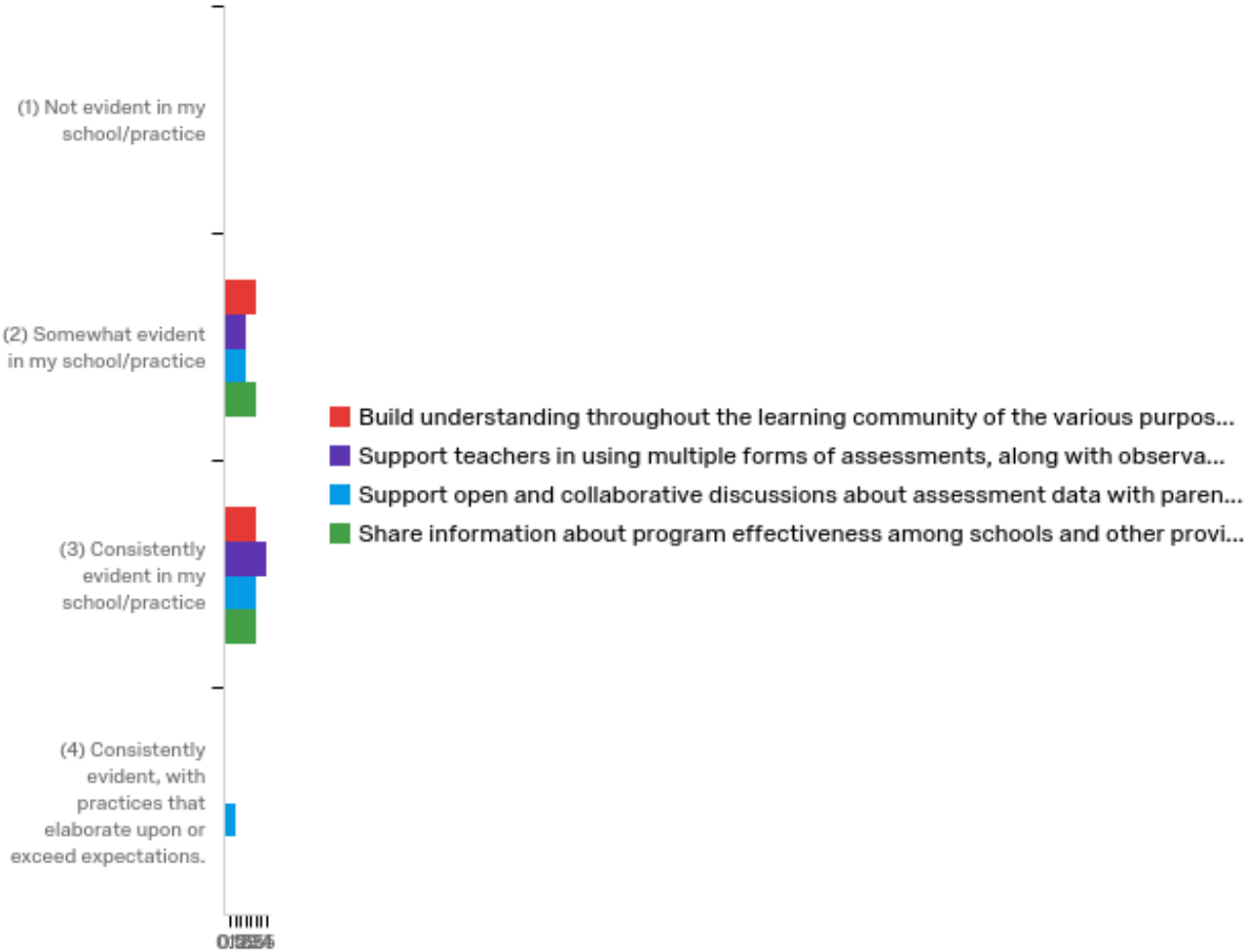
### Q3 - Competency 3: Provide Personalized, Blended Learning Environments



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#	Question	(1) Not evident in my school/practice	(2) Somewhat evident in my school/practice	(3) Consistently evident in my school/practice	(4) Consistently evident, with practices that elaborate upon or exceed expectations.	Total
1	Promote environments that are rigorous, developmentally-appropriate, and support individual learning.	0.00% 0	33.33% 2	50.00% 3	16.67% 1	6
2	Facilitate the use of technology tools for learning and provide instructional leadership in schools to use technology effectively.	0.00% 0	50.00% 3	33.33% 2	16.67% 1	6
3	Support instructional use of appropriate technology and interactive media to support learning and development - through work and play.	0.00% 0	83.33% 5	16.67% 1	0.00% 0	6
4	Integrate technology directly into curriculum, student learning, and outcomes.	0.00% 0	66.67% 4	16.67% 1	16.67% 1	6
5	Help teachers develop their understanding and ability to use technology effectively to individualize and differentiate instruction for each student.	0.00% 0	83.33% 5	16.67% 1	0.00% 0	6

# Q4 - Competency 4: Use Multiple Measures to Guide Growth in Student Learning

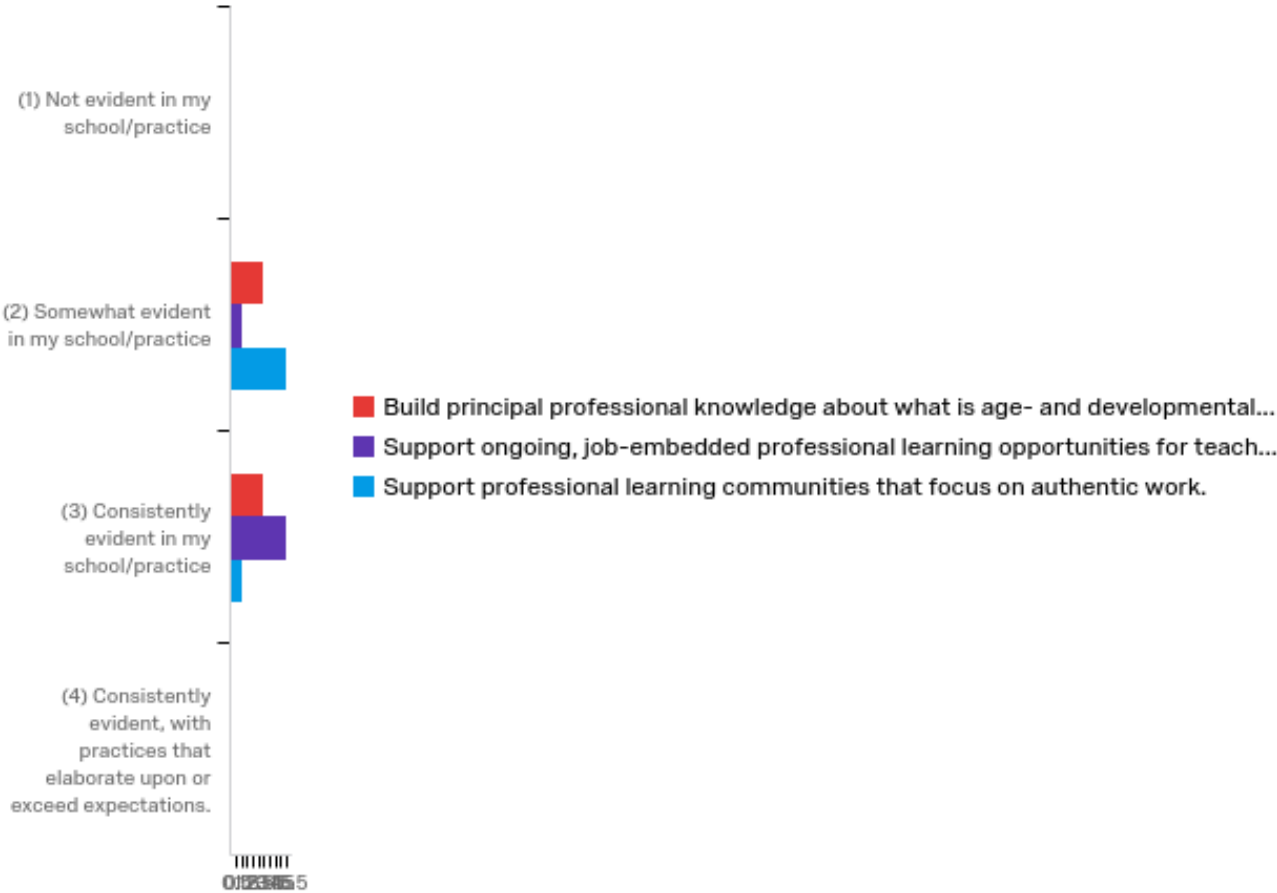


## Q4 - Competency 4: Use Multiple Measures to Guide Growth in Student Learning

#	Question	(1) Not evident in my school/practice	(2) Somewhat evident in my school/practice	(3) Consistently evident in my school/practice	(4) Consistently evident, with practices that elaborate upon or exceed expectations.	Total
1	Build understanding throughout the learning community of the various purposes and appropriate uses of different student assessments to improve teaching and learning.	0.00% 0	50.00% 3	50.00% 3	0.00% 0	6
2	Support teachers in using multiple forms of assessments, along with observation, portfolios, and anecdotal records, to guide student learning and growth all along the P-3 continuum.	0.00% 0	33.33% 2	66.67% 4	0.00% 0	6
3	Support open and collaborative discussions about assessment data with parents and community.	0.00% 0	33.33% 2	50.00% 3	16.67% 1	6
4	Share information about program effectiveness among schools and other providers.	0.00% 0	50.00% 3	50.00% 3	0.00% 0	6



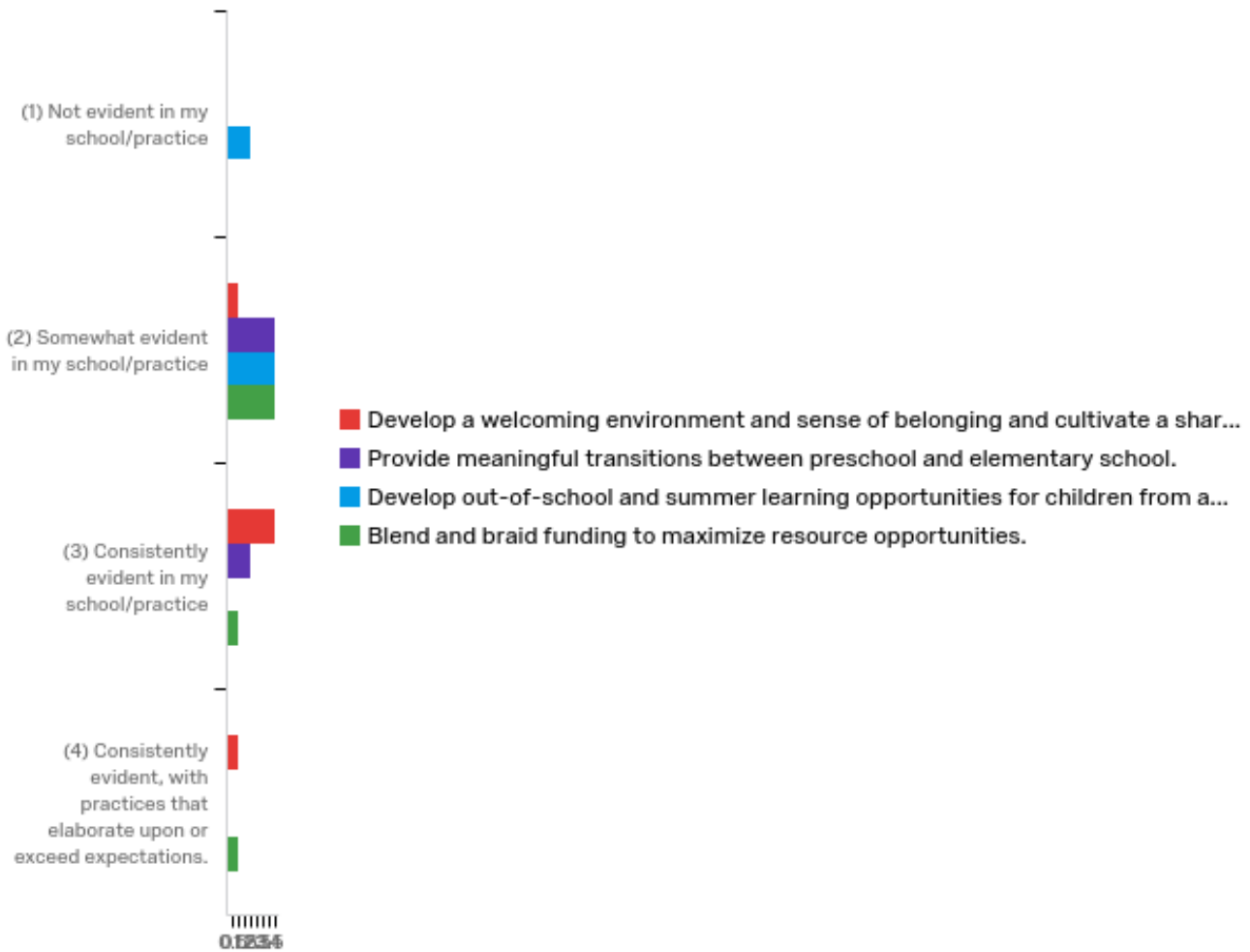
# Q5 - Competency 5: Build Professional Capacity Across the Learning Community



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#	Question	(1) Not evident in my school/practice	(2) Somewhat evident in my school/practice	(3) Consistently evident in my school/practice	(4) Consistently evident, with practices that elaborate upon or exceed expectations.	Total
1	Build principal professional knowledge about what is age- and developmentally-appropriate.	0.00% 0	50.00% 3	50.00% 3	0.00% 0	6
2	Support ongoing, job-embedded professional learning opportunities for teachers all along the continuum.	0.00% 0	16.67% 1	83.33% 5	0.00% 0	6
3	Support professional learning communities that focus on authentic work.	0.00% 0	83.33% 5	16.67% 1	0.00% 0	6

## Q6 - Competency 6: Make Your School a Hub of P-3 Learning for Families and Communities



#	Question	(1) Not evident in my school/practice	(2) Somewhat evident in my school/practice	(3) Consistently evident in my school/practice	(4) Consistently evident, with practices that elaborate upon or exceed expectations.	Total
1	Develop a welcoming environment and sense of belonging and cultivate a shared responsibility for children's	0.00% 0	16.67% 1	66.67% 4	16.67% 1	6

	learning from age three to grade three.									
2	Provide meaningful transitions between preschool and elementary school.	0.00%	0	66.67%	4	33.33%	2	0.00%	0	6
3	Develop out-of-school and summer learning opportunities for children from age three to grade three.	33.33%	2	66.67%	4	0.00%	0	0.00%	0	6
4	Blend and braid funding to maximize resource opportunities.	0.00%	0	66.67%	4	16.67%	1	16.67%	1	6