

# Powerful Procedures Self Assessment

Questions for Consideration	Strategies that Work	Things in Place	Things to Do
<b>FOCUSING/COMMUNICATING GOALS</b> <i>What is our focus? Over time? At each meeting? How do we keep our goals visible?</i>	<i>Mission/Vision Achievement Goals Annual Calendar</i>		
<b>MEETING STRUCTURE/ROLES</b> <i>What <b>predictable</b> procedures organize our work? Who does what?</i>	<i>Meeting agendas Role clarifications</i>		
<b>GROUP PROCESS</b> <i>How do we work together? How do we solve problems? How do we manage time?</i>	<i>Norms of behavior Action planning/problem solving Schedule + time savers</i>		
<b>SHARED LEADERSHIP/PLANNING</b> <i>What are our student achievement goals? Are they the stretch we need? How are we doing? Are our actions helping us get where we want to go? What needs to change?</i>	<i>K-3 Action Plan Student data notebooks GLTM and BLT meeting notes</i>		
<b>FOLLOW-UP</b> <i>Who needs to know <b>what</b> to help us meet achievement goals? How can we make that happen?</i>	<i>Meeting notes Curriculum placement Content coverage Tutoring logs</i>		
<b>RESEARCH BASE/ PROFESSIONAL DEVELOPMENT</b> <i>What does research say about what we need to do? What do we need to know to do our jobs better? What new skills will help us get our kids to benchmark?</i>	<i>Articles, protocols for discussion, online sources Access to PD resources, e.g., expert trainers; SBRR programs &amp; intervention materials; best practices for assessment, data analysis, &amp; scheduling</i>		
<b>MOTIVATION/EMPOWERMENT</b> <i>How do we stretch and celebrate? At each meeting? Over time?</i>	<i>Data boards &amp; displays Public celebrations of accomplishment Food and drink</i>		