

Make your school

A Learning School

Collaborative professional learning benefits students and educators alike. If every student is to have a competent teacher, then every teacher must engage in learning continuously and master his or her craft to minimize inequality and maximize the potential of every child.

Educators must assess their instructional practices and their students' learning to determine whether the lessons they planned, the new strategies they used, and the explanations they devised helped students achieve positive academic outcomes.

The learning school model of professional development enables teachers to become effective professional learning communities by working in teams to simultaneously improve the school and student learning. This promotes the success of all students, not just some, as educators focus on specific areas of student need, driven by their analysis of classroom data.

It promotes the success of educators at the same time, as teachers work individually or in teams to enhance professional learning. Professional growth can be obtained from internal or partners such as RESA 2 or the WV Department of Education. The entire school staff is engaged in learning, promoting sustainability and a greater impact on achievement.

Learning school collaboration is a proven method of increasing teacher effectiveness and student achievement. Locally, schools like Salt Rock Elementary School in Cabell County and Hamlin PK-8 school in Lincoln County have produced remarkable results after becoming learning schools.

Contact RESA 2 for more information and technical assistance to assist in becoming a learning school.



Committed to Collaboration

The Learning School Model

Set the stage

- Create a culture of collaboration that promotes change
- Schedule time for collaborative professional learning

Implement strategies for success

- Plan for effective professional learning
- Use student data to drive the professional learning process.
- Use proven designs for effective professional learning (action research, etc.)
- Facilitate collaborative professional learning teams
- Plan and report progress
- Evaluate progress

Engage the community by communicating success



Join the academic revolution!



The learning school initiative has created a new focus in our school. It's not about what I do or you can do. *It's about what WE can do for the success of our students.* It's about collaboration, planning, and working toward a common goal – our goal. It's about teacher-led professional development, analyzing data together, and teaching students to be accountable and monitor their own learning."

**– Jennifer Ross, Principal
Salt Rock Elementary School
Cabell County**



The Learning School model has allowed our staff to look at our own school's needs. It has provided a pathway for individual teacher and student learning goals. Teachers meet regularly to adapt to changing student needs, and our professional learning takes advantage of our staff's expertise. This has resulted in improved teacher performance, accelerated learning among our students, and a newfound sense of excitement in our building."

**– Rebecca Ferguson, Principal
Hamlin PK-8 School
Lincoln County**



Being a learning school model has allowed our teachers to take ownership of their own professional growth. Our professional learning communities focus on a school goal that everyone works toward achieving. We have grown so much as a school, and we are looking forward to continuing the learning school model well into the future. Teachers taking ownership of their learning, collaborating with each other, and being reflective in their instructional practices has been the key to the positive changes we have seen in our school."

**– Doug Barrett, Principal
West Chapmanville Elementary School
Logan County**



Our "Re-imagined Time" has been a game changer for us! It allows us the time to deeply analyze student data. With this focused data time, teachers are able to make highly effective instructional decisions. This schedule flexibility also provides us a consistent meeting time, in a variety of collaborative configurations, to share best practices building wide."

**– Mark Dean, Principal
Gilbert Elementary School
Mingo County**



Becoming a learning school has opened the door to many experiences for the students and staff of Prichard Elementary. Watching teachers and students take control of their own learning has changed our school's climate."

**– Stephanie McCloud, Principal
Prichard Elementary School
Wayne County**



Because of the learning school initiative, we have discovered that looking at data as a whole school changes the direction and mindset of our teaching path. Instead of focusing on certain groups of students, we now focus on whole school curriculum and how that will impact every student."

**– Keith Thomas, Principal
Culloden Elementary School
Cabell County**

Being a part of the catalyst school initiative has been a very positive experience for our school. We have learned a lot over the year. We have had many opportunities for professional growth as a result of this program. As an end result, our student's scores have improved."



**– Stacy Bissell, Principal
New Haven Elementary School
Mason County**