

Learning Schools Checklist

The following rubric was developed based on the WVDE standards for Professional Learning. Each component listed below is crucial for full implementation of the learning school model.

- A. Professional Learning Communities are committed to continuous improvement and meeting at least weekly. Meetings are aligned to school goals and are for the purpose of student achievement. (Meetings that include discussions on field trips, scheduling parent meetings, etc. are not considered meaningful collaborative meetings).

YES	NO

- Teacher leaders facilitate PLC's.
- Agenda is prepared and followed.
- Data are available and shared at each meeting.
- All participate.
- Norms are established at the meetings.

- B. Strong instructional leader and leadership team that works to develop capacity and a system of support for professional learning.

YES	NO

- Leadership teams provide assistance with curriculum decisions.
- Leadership teams meet regularly to discuss important decisions for the school.
- Teacher leaders are fostered by a strong leadership team.
- Shared decision making takes place.

- C. Resources are allocated for the purpose of increasing student achievement. Time management and creativity is utilized for providing collaborative planning time.

YES	NO

- Funding is allocated based on student achievement needs.

- D. Data is used to drive all instructional decisions.

YES	NO

- Data are available at all meetings.
- Data notebooks utilized.
- Data belongs to ALL.
- Data walls displayed.

- E. Learning designs are developed that are conducive to all students and adult learning.

YES	NO

- Peer observations and reflection times are set up.
- Time is made in the schedule for collaboration and observations.

- F. Research based strategies.

YES	NO

- Research-based strategies are implemented to support professional learning.

- G. Outcomes are aligned with educator performance and standards.

YES	NO

- Formative assessments used.
- Data are reviewed for desired outcomes.