MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF ACCREDITATION
STANDARDS FOR PROFESSIONAL LEARNING CHECKLIST
MS PUBLIC SCHOOL ACCOUNTABILTY STANDARD 21

School _____ Evaluator _____ Date _____

Instructions: Place a check in the box beside each indicator that you find present in the school/district. Each box checked must be based upon documentary evidence and/or interview evidence. Be sure to check the appropriate box for evidence used or explain if answer is based on other evidence. Note any pertinent comments in the space provided. Refer to the *Learning Forward Standards for Professional Learning* for more complete information about the expectations for meeting the standards.

Standard	Indicator	Evidence
Learning Communities	☐ School and district leaders create policies and organizational structures that support implementation of collegial learning. ☐ Learning teams meet regularly and frequently using agendas and protocols that focus teamwork on learning for all students. ☐ **All** educators participate in learning communities that align collaborative work with school improvement goals and focus on continuous improvement. ☐ Learning communities share collective responsibility for all students in the school or district. ☐ Learning community members exchange feedback about their practice with one another, visiting each other's classrooms or work settings, and sharing resources. ☐ Learning teams develop and employ norms of collaboration and relational trust. ☐ Team members and faculties hold themselves collectively accountable for student results. ☐ Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities.	☐ Board policies and school/district procedures ☐ School schedules ☐ Professional Learning Plan (PLP) (schools and district) ☐ School Improvement Plans ☐ Copies of team agendas, norms, protocols, and minutes ☐ Visitation or observation schedules ☐ Interview with administrators ☐ Interview with teachers ☐ Other (Explain) Comments:

Standard	Indicator	Evidence
Leadership	☐ Teachers serve in a variety of leadership roles. ☐ Faculty is involved in planning and implementing professional learning. ☐ Administrators participate in professional learning with staff. ☐ Administrators model instructional leadership and continuous improvement. ☐ The school culture supports continuous improvement through team learning. ☐ Resources (money, materials and time) are equitably utilized to accomplish learning goals.	☐List of committee assignments ☐ Sign-in sheets from planning meetings ☐ Sign-in sheets from professional learning experiences (team meetings, presentations, etc.) ☐ Budget ☐ School Schedule ☐ Interview with principal ☐ Interviews with staff ☐ Other (explain) Comments:
Resources	☐ Resources are targeted to a small number of high priority goals for student and educator learning. ☐ School schedule allows for professional learning time during the school day. ☐ Resources are allocated for technology to support student and educator learning. ☐ The uses of resources are tracked and monitored. ☐ Multiple sources of funding are coordinated and aligned to learning goals. ☐ Teachers and administrators are responsible for allocation of resources.	☐ Professional learning plan ☐ Budget ☐ School Schedule ☐ Interviews with administrators ☐ Interviews with staff ☐ Other (explain) Comments:

Standard	Indicator	Evidence
Data	☐ Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels. ☐ Teachers/ teams analyze student data to make decisions about student progress and adjustments needed to increase student learning. ☐ Teachers/teams use student data to assess the effectiveness of the application of new learning to make ongoing adjustments to increase student results. ☐ School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning. ☐ Educators develop a theory of change and a framework to evaluate professional learning. ☐ Educators work together to evaluate learning designs, their collaboration, learning and results, and the design, content and duration of professional learning.	☐ Copies of data analysis used in developing PLP ☐ Copy of the PLP ☐ Formative assessment data for students ☐ Formative assessment data for professional learning ☐ Copy of the framework to evaluate professional learning ☐ Copy of the evaluation of the plan for the previous year ☐ Interview with administrators ☐ Interview with lead teachers/instructional coaches ☐ Interview with teachers ☐ Other (Specify) Comments:
Learning Designs	☐ School and district plans focus on team and whole-school learning. ☐ Most professional learning occurs as part of the workday. ☐ Adult learners engage in using the processes they will use with students. ☐ School and district plans provide multiple practices of the new learning with feedback and coaching. ☐ Learners are actively engaged with other learners and the content during the learning process. ☐ Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices.	☐ Copies of school and district professional learning plans ☐ School schedules ☐ Board policies ☐ Professional learning schedule ☐ Copies of team agendas, minutes, and sign in sheets ☐ Interviews with administrators ☐ Interviews with team leaders, lead teachers and instructional coaches ☐ Other (Specify) Comments:

Standard	Indicator	Evidence
Implementation	☐ Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity. ☐ School and district leaders provide and align resources to initiate and sustain implementation. ☐ Leaders model outstanding practices and maintain a sustained focus on the goals and strategies for achieving them. ☐ Schools and districts provide three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice. ☐ Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations. ☐ Learners engage in reflection and provide constructive feedback on his/her own or others' practices.	☐ Copies of school and district professional learning plans ☐ School schedules ☐ Board policies ☐ School and district budgets ☐ Professional learning schedule ☐ Copies of team agendas, minutes and sign in sheets ☐ Interviews with administrators ☐ Interviews with team leaders, lead teachers and instructional coaches ☐ Other (Specify) Comments:
Outcomes	☐ Educator learning is focused on student learning outcomes. ☐ Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students. ☐ Learning goals are based on analysis of educator and student data. ☐ Professional learning is focused on proven effective classroom strategies and practices. ☐ Learning outcomes are aligned with educator performance standards and student learning goals. ☐ All professional learning includes appropriate follow up.	☐ Professional learning plan ☐ Copy of data analysis results ☐ Educator performance standards ☐ Interviews with administrators ☐ Interviews with staff ☐ Other (explain) Comments:

QUESTIONS

YES	NO	QUESTION	EVIDENCE
		1. Has the professional learning plan been designed for the purpose of continuous improvement of student learning and performance?	☐ Professional Learning Plan – compare student and adult learning needs identified in data to plan goals and activities Comments:
		2. Are school and district professional learning plans evaluated annually using multiple data sources to include at a minimum: • Participants reactions to professional learning activities • Changes in educator behavior and practices in the classroom and workplace related to the goals • Changes in student results related to the goals	☐ Summary report from previous year's evaluation ☐ Methods of evaluation from previous year ☐ Evaluation forms from previous year Comments:
		3. Is the annual evaluation data shared with participants and the school board?	☐ Board minutes ☐ Faculty meeting agendas ☐ Administrator meeting agendas ☐ Memoranda ☐ Interviews – random Comments:

YES	NO	QUESTION	EVIDENCE
		4. Are the results of the annual evaluation used by the school and district professional learning committee to review and/or revise the program?	☐ Committee agendas ☐ Committee minutes ☐ Plan for subsequent year Comments:
		5. Does the school plan and implement a professional learning plan that complies with *Learning Forward Standards for Professional Learning*?	☐ Standards checklist Comments: