

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

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

Standard	Indicator	Evidence
<b>Data</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels.</li> <li><input type="checkbox"/> Teachers/ teams analyze student data to make decisions about student progress and adjustments needed to increase student learning.</li> <li><input type="checkbox"/> Teachers/teams use student data to assess the effectiveness of the application of new learning to make ongoing adjustments to increase student results.</li> <li><input type="checkbox"/> School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning.</li> <li><input type="checkbox"/> Educators develop a theory of change and a framework to evaluate professional learning.</li> <li><input type="checkbox"/> Educators work together to evaluate learning designs, their collaboration, learning and results, and the design, content and duration of professional learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of data analysis used in developing PLP</li> <li><input type="checkbox"/> Copy of the PLP</li> <li><input type="checkbox"/> Formative assessment data for students</li> <li><input type="checkbox"/> Formative assessment data for professional learning</li> <li><input type="checkbox"/> Copy of the framework to evaluate professional learning</li> <li><input type="checkbox"/> Copy of the evaluation of the plan for the previous year</li> <li><input type="checkbox"/> Interview with administrators</li> <li><input type="checkbox"/> Interview with lead teachers/instructional coaches</li> <li><input type="checkbox"/> Interview with teachers</li> <li><input type="checkbox"/> Other (Specify)</li> </ul> <p>Comments:</p>
<b>Learning Designs</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School and district plans focus on team and whole-school learning.</li> <li><input type="checkbox"/> Most professional learning occurs as part of the workday.</li> <li><input type="checkbox"/> Adult learners engage in using the processes they will use with students.</li> <li><input type="checkbox"/> School and district plans provide multiple practices of the new learning with feedback and coaching.</li> <li><input type="checkbox"/> Learners are actively engaged with other learners and the content during the learning process.</li> <li><input type="checkbox"/> Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of school and district professional learning plans</li> <li><input type="checkbox"/> School schedules</li> <li><input type="checkbox"/> Board policies</li> <li><input type="checkbox"/> Professional learning schedule</li> <li><input type="checkbox"/> Copies of team agendas, minutes, and sign in sheets</li> <li><input type="checkbox"/> Interviews with administrators</li> <li><input type="checkbox"/> Interviews with team leaders, lead teachers and instructional coaches</li> <li><input type="checkbox"/> Other (Specify)</li> </ul> <p>Comments:</p>

Standard	Indicator	Evidence
<b>Implementation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity.</li> <li><input type="checkbox"/> School and district leaders provide and align resources to initiate and sustain implementation.</li> <li><input type="checkbox"/> Leaders model outstanding practices and maintain a sustained focus on the goals and strategies for achieving them.</li> <li><input type="checkbox"/> Schools and districts provide three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice.</li> <li><input type="checkbox"/> Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations.</li> <li><input type="checkbox"/> Learners engage in reflection and provide constructive feedback on his/her own or others' practices.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of school and district professional learning plans</li> <li><input type="checkbox"/> School schedules</li> <li><input type="checkbox"/> Board policies</li> <li><input type="checkbox"/> School and district budgets</li> <li><input type="checkbox"/> Professional learning schedule</li> <li><input type="checkbox"/> Copies of team agendas, minutes and sign in sheets</li> <li><input type="checkbox"/> Interviews with administrators</li> <li><input type="checkbox"/> Interviews with team leaders, lead teachers and instructional coaches</li> <li><input type="checkbox"/> Other (Specify)</li> </ul> <p>Comments:</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educator learning is focused on student learning outcomes.</li> <li><input type="checkbox"/> Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students.</li> <li><input type="checkbox"/> Learning goals are based on analysis of educator and student data.</li> <li><input type="checkbox"/> Professional learning is focused on proven effective classroom strategies and practices.</li> <li><input type="checkbox"/> Learning outcomes are aligned with educator performance standards and student learning goals.</li> <li><input type="checkbox"/> All professional learning includes appropriate follow up.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Professional learning plan</li> <li><input type="checkbox"/> Copy of data analysis results</li> <li><input type="checkbox"/> Educator performance standards</li> <li><input type="checkbox"/> Interviews with administrators</li> <li><input type="checkbox"/> Interviews with staff</li> <li><input type="checkbox"/> Other (explain)</li> </ul> <p>Comments:</p>

## QUESTIONS

YES	NO	QUESTION	EVIDENCE
		1. Has the professional learning plan been designed for the purpose of continuous improvement of student learning and performance?	<input type="checkbox"/> 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: <ul style="list-style-type: none"> <li>• Participants reactions to professional learning activities</li> <li>• Changes in educator behavior and practices in the classroom and workplace related to the goals</li> <li>• Changes in student results related to the goals</li> </ul>	<input type="checkbox"/> Summary report from previous year’s evaluation <input type="checkbox"/> Methods of evaluation from previous year <input type="checkbox"/> Evaluation forms from previous year  Comments:
		3. Is the annual evaluation data shared with participants and the school board?	<input type="checkbox"/> Board minutes <input type="checkbox"/> Faculty meeting agendas <input type="checkbox"/> Administrator meeting agendas <input type="checkbox"/> Memoranda <input type="checkbox"/> Interviews – random  Comments:

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