

Climate for Daily Professional Learning Checklist

Definitely	Partially	No	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Has staff worked together to articulate a shared educational vision focused on learning?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Do leaders protect the vision and make it visible to others?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Are learning goals clear, understood, and accepted?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Do we take collective responsibility for school practices and outcomes?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Do leaders in our school emphasize power through people rather than power over people?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Do school leaders facilitate, guide, and encourage the adoption of practices that advance student performance and learning relationships?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Do leaders communicate their passion for learning by challenging ineffective practices?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Do leaders create a culture that supports risk-taking and encourages innovation?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Are discussion and inquiry common and accepted practices in our school?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Do we share information and make decisions together?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Are we open to multiple approaches and solutions rather than reliance on single answers and past practices?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Do leaders accept conflict as “good” and use it as a stimulus for change or is it “bad” and something simply to be controlled?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Do we engage students as active learners and co-constructors of knowledge?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Is there time and support for professional learning that improves curriculum, instruction, and student learning?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Do leaders model lifelong learning for others by sharing new ideas, successes, and failures?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Do teachers have considerable autonomy and discretion to plan curriculum and organize instruction within an overall framework?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Do we use teams to plan and implement school improvement?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Are there opportunities for dialogue and planning across teams, grades, and subjects?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Is communication in our school open and fluid, or is it regulated by traditional chains of command?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Do we create small, “communal” arrangements that personalize learning and maximize student-teacher and student-student interaction?