

### Quality Indicator 3: Learning Communities Focused on Continuous Improvement

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. We believe that thriving schools consistently endeavor to develop as robust learning communities.

A “Learning Community Focused on Continuous Improvement” describes a school that consistently and collaboratively works to improve the school and to produce higher and more equitable outcomes by students. The school staff – in collaboration with students, families and the broader community – study, reflect, and learn together to strengthen their individual and collective efforts. They consistently look at data, plan, monitor, and evaluate their work. Through these efforts, they share decision-making, responsibility, and accountability.

This Learning Communities rubric focuses on the members of the community whose primary responsibility is student learning: teachers and those who support teachers. This group of individuals is not *de facto* a learning community; however, they develop into a learning community as they collaborate, build trust, challenge one another, and support one another – in service of student learning.

This rubric enables schools to self-assess against the quality school learning community standards, based on evidence from a range of sources. In addition, the Quality Accountability and Analytics office, other central office personnel, and coaches will interact around this rubric to develop growth plans and support schools’ ongoing development. The unit of analysis for this rubric is the school, not individuals or teams within the school.

<b>Undeveloped</b>	There was <b>little</b> evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
<b>Beginning</b>	There was <b>some</b> evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
<b>Developing</b>	There was <b>substantial</b> evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
<b>Sustaining</b>	There was <b>strong &amp; consistent</b> evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
<b>Refining</b>	There was <b>strong &amp; consistent</b> evidence found that the school implemented the practice(s) and/or built the conditions described in the standard, and the school has <b>implemented systems to review and improve</b> these practices/conditions.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 1: Collaborative Planning, Data Collection and Analysis</b> <i>A quality school ensures that teachers work together collaboratively, using meaningful data, focused on student progress</i></p>	<p>There is <b>little</b> evidence of the standard as described in the “<b>Sustaining</b>” column</p>	<p>There is <b>some</b> evidence of the standard as described in the “<b>Sustaining</b>” column</p>	<p>There is <b>substantial</b> evidence of the standard as described in the “<b>Sustaining</b>” column</p>	<p>There is <b>strong and consistent</b> evidence of the following:</p> <ol style="list-style-type: none"> <li>Teachers meet at least once a month for collaborative planning and inquiry focused on student learning.</li> <li>Teachers use collaboration time to map curriculum backwards from high leverage, important learning goals/outcomes/standards; collaboratively make curricular choices; and plan instruction and assessments.</li> <li>Teachers regularly look at evidence of student learning (formative and summative assessment data or student work) to understand students’ level of mastery of the learning objectives.</li> <li>Teachers collect multiple kinds of data about student performance and their experience of learning.</li> <li>Teachers use their data analysis to identify specific needs for re-teaching, intervention, and extension for individual students.</li> <li>Based on this evidence of student learning, teachers share best practices, trouble shoot dilemmas, and plan re-teaching and extension activities.</li> <li>All teachers take responsibility for creating and maintaining quality collaboration structures by participating fully, supporting a clear agenda, recording notes and decisions, and following-up with assigned tasks.</li> </ol>	<p>There is <b>strong and consistent</b> evidence of the standard as described in the “<b>Sustaining</b>” column.</p> <p><b>In addition</b>, the school has implemented systems to review and improve the practices that <b>ensure effective Professional Learning Communities focused on student progress</b>.</p>

*Note: While the original standard (written in 2010-2011) focused on DuFour’s definition of Professional Learning Communities as the ideal structure for teacher collaboration, current support for teacher collaboration (in OUSD in 2013-2014) is taking multiple forms, all of which prioritize building learning communities that are respectful, focused on student learning, and which use multiple data sources to examine student learning and experience of learning.*

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p><b>Standard 4: Professional Learning Activities</b> <i>A quality school has professional learning activities that are embedded in practice, promote teacher leadership, and support teachers to evaluate and revise their classroom practices.</i></p>	<p>There is <b>little</b> evidence of the standard as described in the <b>“Sustaining”</b> column</p>	<p>There is <b>some</b> evidence of the standard as described in the <b>“Sustaining”</b> column</p>	<p>There is <b>substantial</b> evidence of the standard as described in the <b>“Sustaining”</b> column</p>	<p>There is <b>strong and consistent</b> evidence that high quality professional learning activities help teachers improve student learning.</p> <p><b>Professional Learning Activities at the school are:</b></p> <ol style="list-style-type: none"> <li>Embedded in practice. They are useful to teacher practice with students, and model effective instructional strategies.</li> <li>Aligned to the vision and mission of the school.</li> <li>Targeted towards and responsive to the current needs of students and teachers.</li> <li>Developmental and differentiated to meet the needs of all teachers at the school.</li> </ol> <p><b>Professional Learning Activities at the school:</b></p> <ol style="list-style-type: none"> <li>Promote teacher leadership.</li> <li>Support teachers to evaluate and improve their classroom practices.</li> <li>May include: <ul style="list-style-type: none"> <li>Whole staff learning opportunities</li> <li>Individual or small group coaching</li> <li>Supervision</li> <li>Peer Coaching</li> <li>Peer observations</li> <li>Lesson study</li> <li>Cycles of Inquiry</li> <li>Training in a specific item</li> <li>PLCs</li> <li>Participating in protocols such as “Looking at Student Work”, “Tuning”, Etc.</li> <li>Study groups or book studies</li> </ul> </li> </ol>	<p>There is <b>strong and consistent</b> evidence of the standard as described in the <b>“Sustaining”</b> column.</p> <p><b>In addition,</b> the school has implemented systems to review and improve the practices that <b>ensure high quality professional learning activities for teachers.</b></p>