

## Reflection Tool: Learning Resources

### Definition of Excellence for Learning Resources

What is our school's definition of teacher excellence in the area of using learning resources?

### Schoolwide Supports

1. Before we select a resource for teachers, how do we create a professional learning plan to ensure that all develop skillful use of the resource?
2. For all resources that we expect teachers to use with fidelity, what face-to-face professional learning do we require of our teachers?
3. To provide ongoing professional development for learning resources, what web-based or flipped instruction resources do we provide teachers that they can access anytime?
4. What types of technology training on the fly do our teachers need to be more proficient and current with the latest trends in technology integration?
5. For all learning resources, how do we ensure fidelity of use through ongoing professional development?
6. How effective is our system of schoolwide supports at meeting our teachers' needs with learning resources?

**Teacher Team Supports**

1. Have our teams identified resource leaders to lead the team in learning more about each resource?
2. How well do members of each team lead their colleagues in developing skillful use of the resource?
3. How well do our collaborative meetings focus on using the resources to support learning?
4. When a teacher experiences difficulty with a particular resource, what steps does he or she take to seek out help from teammates?

**Individualized Supports**

1. Before we help a teacher experiencing difficulty with a resource, what steps do we take to evaluate the systemwide supports and teacher team supports and their effectiveness at helping the teacher? *(If schoolwide or teacher team supports are not in place, they are addressed as needed.)*
2. What evidence do we collect to confirm that the teacher has difficulty with the resource?
3. Before we help the teacher, what steps do we take to isolate the teacher's area of greatest difficulty in using the resource?
4. When we prescribe a personalized plan of supports, how well do we prescribe interventions from a wide variety of options, including observing, coaching, collaborating with another teacher or the teacher team, and using outside resources?
5. Once we prescribe a plan of supports, what steps do we take to set a goal that defines the desired improvement needed, a date by which that improvement will be made, and a date by which we will follow up to ensure that improvement has been made?