

SLC School Visit Observation Tool

The following are **Small Learning Community domains of research-based practices**. Utilize this tool to facilitate complete information gathering and documentation of the SLCs you observe during your visits to schools.

Interdisciplinary Teaching and Learning Teams	What you observed/heard described (include improvements and additions to be implemented in the future)	Points to consider for adoption (include resource and professional development needs, barriers to overcome)
<p>SLC interdisciplinary team (or teams) is/are organized around no more than a few hundred students</p>		
<p>Interdisciplinary team remains with students for multiple years of study</p>		
<p>Teachers have more than half-time assignment to SLC</p>		

Interdisciplinary Teaching and Learning Teams	What you observed/heard described (include improvements and additions to be implemented in the future)	Points to consider for adoption (include resource and professional development needs, barriers to overcome)
Interdisciplinary team has common planning time		
Interdisciplinary team actively collaborates on curriculum, instruction, and student progress		
Building space is sufficient to create a home base for collaboration		

Rigorous and Relevant Curriculum and Instruction	What you observed/heard described (include improvements and additions to be implemented in the future)	Points to consider for adoption (include resource and professional development needs, barriers to overcome)
Interdisciplinary curriculum organized around topics of interest to students and essential skills/ knowledge		
Rigorous, standards-based curriculum		
Minimum half-day block of instruction		

Rigorous and Relevant Curriculum and Instruction	What you observed/heard described (include improvements and additions to be implemented in the future)	Points to consider for adoption (include resource and professional development needs, barriers to overcome)
Collaboration with community partners		
Active, authentic student inquiry		

Inclusive Program and Practices	What you observed/heard described (include improvements and additions to be implemented in the future)	Points to consider for adoption (include resource and professional development needs, barriers to overcome)
SLC membership based on teachers' and students' interest and choice to insure equitable access		
Innovative, flexible use of time/space to meet needs of all students		
Instruction is tailored to diverse students' needs		

Inclusive Program and Practices	What you observed/heard described (include improvements and additions to be implemented in the future)	Points to consider for adoption (include resource and professional development needs, barriers to overcome)
Special education and ELL instructors are integral members of SLC teams		
Counselors are integral members of SLC teams		
Teams advise/mentor students		
Teams collaborate with parents		

SLC-based Continuous Program Improvement	What you observed/heard described (include improvements and additions to be implemented in the future)	Points to consider for adoption (include resource and professional development needs, barriers to overcome)
Teams reflect on practice and engage in continuous program improve- ment using a variety of student data		
Teams use input from stakeholders and other critical friends to reflect on practice		
Teams set, pursue professional development goals that accord with SLC improvement needs		

Building/District Support for SLCs	What you observed/heard described (include improvements and additions to be implemented in the future)	Points to consider for adoption (include resource and professional development needs, barriers to overcome)
Building-wide improvement goals align with SLC needs		
Academic area goals align with SLC needs		
Building and district provisions for professional development meet SLC needs		
District standardizes policies needed to support SLC practice		

Building/District Support for SLCs	What you observed/heard described (include improvements and additions to be implemented in the future)	Points to consider for adoption (include resource and professional development needs, barriers to overcome)
Building-level class scheduling and staffing changes to strengthen SLC programs		
Academic track/alternative program changes to increase choice and challenge across all programs		
Building and district policies to strengthen building and SLC self-governance		
District negotiation of teachers union contract provisions to meet SLC staffing needs		