

Learning Environment Assessment of Readiness and Needs (LEARN©) Rubric

Learning Environment Design Principles	Level 1 Initiating Progress	Level 2 Approaching Expectations	Level 3 Meeting Expectations	Level 4 Exceeding Expectations
<p>Administrative/Operational Technology</p> <p>Administrative technology promotes efficiency and streamlines operations (gradebooks, attendance, checkout systems in library, badge scanners for cafeteria, etc.)</p>	<p>Administrative Systems Administrative and operational systems (visitor check-in, substitutes, etc.) are primarily paper-based and utilize minimal technology.</p> <p>Classroom Systems Lesson plans and other classroom organizational systems are primarily on paper and digitizing is optional.</p>	<p>Most administrative and operational systems utilize basic technology tools and platforms, with systems that are on isolated platforms, device-specific, and support single users at a time.</p> <p>Lesson plans and other classroom organizational systems are digital in the format of the teacher’s choice. There is not a standard system for the campus (submitting lesson plans, for example).</p>	<p>Administrative and operational systems utilize a digital workflow automation with systems that are integrated, compatible to multiple devices, and support multiple users simultaneously.</p> <p>Classrooms use automated digital tools including curriculum, assessments, and lesson plans.</p>	<p>Administrative tasks are consistently and efficiently performed using a digital workflow automation. Building operations include online digital badging, carpool pickup, bully reporting, volunteers, and visitors check-in.</p> <p>Classrooms leverage automated digital tools to communicate with parents and students outside of the classroom.</p>
<p>Student Devices</p> <p>Are accessible for individual and collective use throughout the day, at school and at home</p>	<p>Device Accessibility Students have access to a device in a controlled and/or lab setting on campus.</p>	<p>Students have access to a devices in the school at a ratio of 3:1 or 2:1.</p>	<p>Functional 1:1 - All students have access to a device in every classroom.</p>	<p>24/7 1:1 All students are issued a device with a case, with built in connectivity or a hotspot, and 24/7 support.</p>

<p>Access to Digital Resources/Learning Management System</p> <p>Is provided to students, parents, and staff to access learning applications, online content for communication, goal-setting, and student progress monitoring</p>	<p>On-Demand Digital Resources Resources that measure student progress toward established goals and/or enhance classroom instruction are primarily paper-based.</p>	<p>Students, parents, and staff have access to digital resources that measure student progress toward established goals and/or enhance classroom instruction.</p>	<p>Through a single sign on portal, students, parents, and staff gain immediate access to a full suite of robust digital resources that measure student progress toward established goals, enhance classroom instruction, and extend learning beyond the classroom.</p>	<p>Through a single sign on portal, students, parents, and staff gain immediate access across devices to a full suite of digital resources that measure student progress toward established goals, enhance classroom instruction, and extend learning beyond the classroom and is accessible before, throughout, and after a student's PreK-12 experience.</p>
<p>Common Spaces</p> <p>Designed as multi-purpose spaces for collaboration and building community, as well as for individual use</p>	<p>Gymnasium Standard gymnasium is equipped with dated or damaged equipment and seating. Safety hazards present.</p> <p>Cafeteria Cafeteria has seating and tables that are designed to be in a fixed position.</p>	<p>Standard gymnasium is equipped with appropriate equipment (e.g. basketball, volleyball equipment, some spectator seating,etc.) Limited safety measures present.</p> <p>Cafeteria has movable seating with limited configurations.</p>	<p>Multipurpose gymnasium meets minimum safety requirements and includes recreational equipment and retractable spectator seating. Students have access to storage and changing/showering facilities. Weight-lifting equipment is available for all to use.</p> <p>Cafeteria has flexible seating for multiple arrangements to allow for conversation, relationship building and academic enhancements including presentations,</p>	<p>Multipurpose gymnasium is equipped with maximum safety and recreational equipment, and retractable spectator seating. Students have access to storage and changing/showering facilities. Weight-lifting equipment is available for all to use.</p> <p>Cafeteria includes indoor and outdoor collaborative spaces with flexible seating arrangements for multipurpose functionality to allow for student collaboration, study group</p>

	<p>Science Labs Science labs are designed for individual learning. have limited space for collaboration. Science labs lack access to water, safety equipment and fume hood.</p> <p>Hallways Halls are solely walking spaces. Not integrated learning spaces.</p> <p>Foyer Foyer areas are designed for standing only.</p>	<p>Science labs are designed for individual learning with shared access to appropriate and functional facilities including water access, safety equipment and fume hood.</p> <p>Hallway walls extend the learning space through basic visual materials.</p> <p>Foyer areas have limited seating that prohibit use as a collaboration space.</p>	<p>social circles and community events.</p> <p>Science labs include presentation technology and collaborative stations equipped with access to water and have appropriate and functional facilities including water access, safety equipment, electrical outlets, and fume hood.</p> <p>Halls extend learning space through audio, digital, and visual materials.</p> <p>There are foyer areas that have seating and wireless connectivity and multiple power outlets.</p>	<p>areas, relationship building and academic enhancements.</p> <p>Multiple design studio/dirty lab spaces are integrated throughout the building for project teams. Presentation technology, electrical outlets, safety, water equipment is fully operational.</p> <p>Halls extend learning space through audio, digital, and visual materials.Halls are designed with team areas or “nooks” for small groups to work/collaborate with wireless connectivity and multiple power outlets.</p> <p>Foyer intentionally designed to accommodate large group gatherings with multifunctional presentation equipment.</p>
<p>Media Center/Library</p> <p>Flexible, creative spaces with interactive tools and virtual learning opportunities</p>	<p>Resources Hard-copy/physical print resources (books, journals, etc.) are available for consumption.</p>	<p>Interactive digital media, audiobooks, and ebooks are available to supplement hard-copy print resources for consumption.</p>	<p>Automated tools (flexible and interactive projectors, digital/video display areas, multiple devices: tablets, desktops, carts on wheels</p>	<p>In addition to creation tools and virtual learning resources, the media center utilizes makerspaces with resources for exploration, such as: 3D printers,</p>

	<p>Seating Individual seating areas are available in the library.</p> <p>Configuration The configuration of the library is fixed, with the majority of space in the library allocated to bookshelves and other materials available for checkout.</p>	<p>Collaboration spaces are available for groups/partners to work together, when reserved in advance or during classes' assigned library times.</p> <p>The configuration of the library is partially fixed, with the majority of space in the library allocated to collaboration spaces, individual work areas, makerspaces</p>	<p>etc.), are available to students for creation.</p> <p>While some seating and workspaces are in a fixed position, some can be moved around on-demand to create as many collaborative or individual spaces as needed.</p> <p>The configuration of the library is flexible, with mobile bookshelves and furniture so it can be reconfigured and distributed throughout library spaces.</p>	<p>robotics, creation software/tools, supplies.</p> <p>All seating and workspaces can be moved around on-demand to create as many collaborative spaces as needed</p> <p>The configuration of the library is flexible, with mobile bookshelves and furniture so it can be reconfigured and distributed throughout the building as needed.</p>
<p>Infrastructure</p> <p>Data/power capacity to support personal and district-supplied technology and allows room for growth</p>	<p>Internet Access Wifi/internet issues are reported regularly throughout the building.</p> <p>Electricity Power outlets are concentrated to one area of the room. Most of the room does not have access to outlets.</p>	<p>Wifi/internet issues are reported regularly in certain sectors of the building.</p> <p>Power outlets are dispersed throughout the perimeter of the classroom, but are not easily accessible due to obstructions (shelving, cabinets, furniture, etc.)</p>	<p>Wifi/internet is trouble-free 95% of the time.</p> <p>Power outlets are distributed evenly throughout the room and are easily accessed.</p>	<p>There are no known issues with Wifi/internet.</p> <p>Power outlets are available at point of use, such as in the floor or integrated within furniture.</p>
<p>Learning Space Technology</p>	<p>Presentation Tools Some classrooms have digital presentation tools available for teacher or student access.</p>	<p>Most classrooms have at least one current tool for digital presentations and</p>	<p>All classrooms are equipped with multiple tools for digital presentations and</p>	<p>All students have access to multiple tools for digital</p>

<p>Interactive, multipurpose displays, multiple access points</p>		<p>collaborative display technology. (interactive projectors, tablets, Chromebooks, webcam)</p>	<p>collaborative display technology.</p>	<p>presentations, collaborative display technology.</p>
<p>Furniture</p> <p>Flexible, multipurpose, comfortable to the learner and supports collaborative and autonomous learning</p>	<p>Seating</p> <p>Classrooms are arranged for individual student learning. Student desks/seats are connected and arranged all facing the same direction</p>	<p>Student desks and chairs can separate and be rearranged, but desktops might not fit together easily or tables are too large to be combined with other tables.</p>	<p>Furniture, including storage and work surfaces, allows for flexible arrangements that support collaborative and autonomous learning.</p>	<p>Furniture, including storage and work surfaces, promote collaboration and autonomous learning by playing several roles (writing and presentation surfaces, space dividers, etc.) and allowing for quick configuration changes.</p>
<p>Lighting</p> <p>Lighting is conducive to learning, adjustable, and natural and by sectors</p>	<p>Adjustability</p> <p>Lighting is static across all areas of the learning space.</p>	<p>Lighting in the classroom can be adjusted by independent sectors - main learning space and near the projector screen, so it can be adapted for presentation purposes.</p>	<p>Lighting can be adjusted by multiple independent sectors of the room, to adapt to various instructional purposes.</p>	<p>Learners can adjust lighting by sectors of the space (by lighting controls, shades, or furniture choice) to meet their individual needs.</p>
<p>Classroom/Learning Spaces</p> <p>Fosters collaborative learning, instructional and non-instructional uses (eating spaces)</p>	<p>Classroom Configuration</p> <p>The configuration of the classroom is fixed accommodating primarily direct instruction and individual student work.</p>	<p>The configuration of the classroom is fixed but provides limited collaboration spaces and individual student work areas.</p>	<p>The configuration of the classroom accommodates interdisciplinary use, supports multiple modalities of instructional delivery, allows visible and flexible space for collaboration both inside and outside of the</p>	<p>The configuration of all classrooms including adjustable classroom spaces, which supports a wide range of instructional and non-instructional uses, simultaneously or in close sequence, including</p>

	<p>Movement Classroom size allows minimal movement of students around the classroom. Some or all of the work surfaces and storage are permanent.</p>	Students can move around with some obstruction. Some work surfaces and storage can be moved.	room, and can accommodate some non-instructional uses/functions (eating, etc.). Classroom size allows for students and teachers to circulate around the room with minimal obstruction.	seamless interdisciplinary integration, multi-modal instruction, student supports, out-of-school programming, and community engagement. The classroom size promotes free movement by both students and teachers.
<p>Finishes/Writable Surfaces Colors, materials, and textures facilitate creativity and collaboration and are in line with current brain-based learning research</p>	<p>Aesthetics There are no bulletin boards or available wallspace to hang materials to guide students.</p> <p>Surfaces for Expressing Learning Students use traditional finishes and surfaces, such as chalkboards and paper to express their ideas and collaborate with other students. There are limited materials to support collaboration and learning.</p>	<p>Limited bulletin and wallspace is present for hanging learning materials.</p> <p>There is some access to to manipulatives and dry-erase boards to express ideas and collaborate.</p>	<p>Ample bulletin boards and wallspace can be used to organize learning for students.</p> <p>The classroom is conducive in supporting students ability to express their ideas on writable surfaces throughout the classrooms. Materials support student learning and collaboration throughout the classroom.</p>	<p>Wallspace is flexible/adaptable, for quick changes to posted learning aids.</p> <p>The classroom is conducive in supporting students ability to express their ideas on writable surfaces 100% throughout the school environment. Materials support student learning and collaboration throughout the entire school.</p>
<p>Environment Appropriate/adaptable to the sensory needs of the occupants</p>	<p>Climate Control Climate is inconsistent throughout the entire building.</p> <p>Air Quality</p>	Climate is inconsistent throughout one wing/hall of the building.	<p>Climate is consistent and comfortable in 100% of building, when seasonal adjustments are made by the district.</p> <p>Each school has an integrated system that</p>	Climate is consistent and comfortable in 100% of building. No seasonable adjustments are needed.

	<p>Air quality systems are controlled at the district level and are not adjustable by the campus.</p> <p>Acoustics Most classrooms are not equipped with soundproofing and/or sound reduction equipment.</p> <p>Communication Some classrooms rely on external sources for announcements.</p>	<p>Systems are in place for air quality control for the campus as a whole.</p> <p>Some classrooms are equipped with soundproofing and/or sound reduction equipment.</p> <p>One-way communication system (PA, etc.) is functional, but not adjustable in all classrooms.</p>	<p>controls air quality throughout sectors of the building.</p> <p>Classrooms are equipped with soundproofing and/or sound reduction equipment and integrated audio systems.</p> <p>One-way communication system (PA, etc.) is functional and adjustable in all classrooms.</p>	<p>Airflow can be adjusted at the classroom level to ensure optimal air quality.</p> <p>Classrooms are acoustically tuned for vocal spectrum and noise suppression and equipped with integrated audio systems.</p> <p>Communication system (PA, etc.) is functional, adjustable and allows for two way communication.</p>
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