**A1: Professional Learning Current Reality and GAPSS Review**

**Assignment Description**

Total Possible Points: 250

**Part B.** **GAPSS Review (90/250 points)**

*Template with Explanations & Evidence*

Complete the Professional Learning Georgia *Assessment of Performance on School Standards* (GAPSS) rubric provided by your professor (and attached to the end of this document). Based on your discussions with your principal and the answers to the questions above, evaluate your school’s performance related to professional learning using the rubric. Provide a brief explanation of the evidence to support your rating (one piece of data will suffice). Provide a brief explanation of your recommendation(s) for each standard. (PSC 5.3/ISTE 4c)

**Step 7:**

Complete Part B of the Current Reality/GAPSS Review Template. See that the template provided includes ONLY those standards related to professional learning. A full GAPSS is significantly more extensive than this. Begin by rating your school for each listed standard (not addressed, emergent, operational, or fully operational) within the template. Provide brief explanations of the evidence supporting your ratings. One piece of data will suffice under each "Evidence." Data might include quotes from your principal, student achievement data, observations, informal teacher interviews, or a district website. Provide brief explanations for your recommendation(s) on each standard under "Recommendations".

*NOTE: A GAPSS reviewer would include significantly more detailed lists of evidence and recommendations. Remember, you are just becoming familiar with this assessment tool and process.*

**Step 8:**

Turn in your completed GAPSS template for Part B as required by your instructor. (Saved as a PDF and uploaded to the Dropbox in Module Six)

|  |  |  |  |
| --- | --- | --- | --- |
| PROFESSIONAL LEARNING - Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students. GAPSS Review Template | | | |
| Professional Learning Standard 1: **The context of professional learning--the who, when, why and where—contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.** | | | |
| **PL 1.1 Learning Teams** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| Teachers do not participate in learning teams or meet regularly to plan for instruction. | Some teachers in some grade levels or subject areas meet to plan for instruction, but meetings do not occur regularly and the work is not aligned with school improvement goals. | Most teachers meet regularly in learning teams to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). This collaborative work would be enhanced by clear alignment of group expectations with the school improvement goals. | All teachers participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). The collaborative work is aligned with the school improvement goals. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  Teachers meet in subject area teams on a regular basis. Some teams meet weekly while others meet less frequently, but every team meets at least once a month. In these meetings the teachers review student progress and develop lesson plans based on student data. While these teams meet on a regular basis to discuss what is going on in their particular subject area, there is little to no communication between teams and between the teams and the School Improvement Team. Due to this disconnect, not all teams are clearly aligned with the school improvement goals. | | | |
| RECOMMENDATIONS:  According to the Standards for Professional Learning, “To avoid fragmentation among learning communities and to strengthen their contribution to school and system goals, public officials and school system leaders create policies that establish formal accountability for results along with the support needed to achieve results.” (p. 26) What is missing at the school level is this accountability. The teams are not accountable to the School Improvement Team even though the SIT is accountable to the county. Administration and/or the School Improvement Team should create an element of accountability for the teams so that SIT has all of the latest information of what is being done by the teams to reach the school improvement goals. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 1.2 Learning Community** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| There is little or no evidence that the principal, administrative team or related human resources (e.g., leadership team, coaches, central office) supports or reinforces the creation and maintenance of a learning community. | There is some evidence that the principal, administrative team, or related human resources (e.g., leadership team, coaches, central office) support or reinforce the creation and maintenance of a learning community, but additional support in this area is needed. Although administrators have created structures for meetings to occur, they have failed to provide teachers with professional development related to the collaboration process. | The principal, administrative team, and other human resources periodically support the creation and maintenance of an effective learning community to support teacher and student learning. In key aspects of the school, these individuals work collaboratively to reinforce collaborative forms of professional development and learning for staff members. Although this process is operational, it would improve if greater emphasis were given to monitoring its impact on school improvement goals and student achievement. | The principal, administrative team and other human resources consistently support the creation and maintenance of an effective learning community to support teacher and student learning. These individuals work collaboratively to reinforce teachers’ skillful collaboration (e.g., facilitation skills, conflict resolution, and group decision-making). They also help to create structures to support collegial learning and implement incentive systems to ensure collaborative work. They monitor the impact of these collaborative processes on school improvement goals and on student learning, and participate with other individuals and groups in the operations of the learning community. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  The School Improvement Team, which includes all of our school’s administrators, works collaboratively to reinforce professional development and development for school staff. SIT members periodically send out information through department heads to the subject area teams. The School Improvement Team has also created other collaborative teams throughout the building that work on specific school improvement goals, such as parent communication. | | | |
| RECOMMENDATIONS:  My recommendation here would be the same as PL 1.1. The school needs better communication and accountability within itself. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 1.3 Instructional Leadership Development and Service** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| There are few if any opportunities for teachers to participate in instructional leadership development experiences, serve in instructional leadership roles, or participate in supporting school-based professional learning. | There are opportunities for teachers to participate in preparing for and serving in instructional leadership roles and contributing to the school-based professional learning plans. However, the opportunities are limited to a small number of teachers. | There are many opportunities for teachers to serve in instructional leadership roles and develop as instructional leaders. They are highly engaged in planning, supporting, and communicating professional learning in the school. This would be enhanced if there were more opportunities for instructional leadership roles among various personnel. | A variety of teachers take advantage of opportunities to participate in instructional leadership development experiences and serve in instructional leadership roles (e.g., instructional coach, mentor, facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  There are leadership roles such as department heads and School Improvement Team members within the school. Department heads run subject area meetings and share information forwarded to them by the School Improvement Team. SIT members are the only teachers who contribute to school-based professional learning plans. The School Improvement Team’s annual reports are made available to the staff on the school’s shared drive and provide student data, school goals, and recommendations of how to reach those goals. | | | |
| RECOMMENDATIONS:  More opportunities should be made available to teachers with an interest in leadership. In the time that I have worked at this school, no changes have been made to the School Improvement Team or to the teachers serving as department heads. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 1.4 School Culture for Team Learning and Continuous Improvement** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| There is little or no evidence of the principal and other leaders establishing ongoing team learning with clearly articulated expectations for professional learning. | There is some evidence the principal and other leaders support a culture involving ongoing team learning and continuous improvement. However, there is not a clearly articulated plan for professional learning for teachers and administrators. | There is general evidence the principal and other leaders support a culture involving ongoing learning and continuous improvement through a plan for professional learning for teachers and administrators. The professional learning would be enhanced by including a variety of designs (e.g., lesson study, peer observations, modeling, instructional coaching, collaborative teacher meetings, etc.) constituting high-quality professional learning experiences. | The principal and other leaders support a school culture that reflects ongoing team learning and continuous improvement. The principal and other leaders plan for high-quality professional learning, articulate intended results of school-based professional learning, and participate in professional learning to become more effective instructional leaders. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  The teams that are in place at the school are evidence that the principal and other leaders support team learning, but the only professional learning guidelines available are those in the School Improvement Plan, which are broad recommendations and not a clearly articulated plan. The teams choose how often and for how long they meet. Although some information from the School Improvement Team is disseminated at these meetings, department heads decide on the agenda for each meeting and are the only ones who keep any record of meetings. | | | |
| RECOMMENDATIONS:  Again, I think that an element of accountability would help with this. If the administration gave the teams specific items related to the school improvement goals that they should report back to the School Improvement Team about each month or each quarter, the teams would have an agenda more focused on reaching those school-wide goals. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 1.5 Job-Embedded Learning and Collaboration** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| Teachers spend little or no time during the work-week learning and collaborating with colleagues to improve their use of curriculum, assessment, instruction, and technology. | Some teachers spend a small amount of time during the work-week collaborating with colleagues. However, this time is often focused on non-curricular topics and typically occurs after school. | Most teachers spend time during a workday each week collaborating with colleagues about curriculum, assessment, instruction and technology use in the classroom. This professional learning would be enhanced by allocating more time each week for job-embedded learning (e.g., lesson study, peer-observations, modeling, instructional coaching, teacher meetings). | Teachers spend a significant part of their work-week in job-embedded learning and collaboration with colleagues addressing curriculum, assessment, instruction, and technology. They receive sufficient support resources (e.g., materials, time, training) and assist with securing additional resources necessary (e.g., funding, time, technology) to sustain their learning. (NSDC Standards recommend that formal and informal job-embedded learning take place during at least 25% of educators’ professional time. Such time can be devoted to lesson study, peer observations and coaching, modeling, conferencing, teacher meetings, mentoring.) |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  As stated above, teachers meet in collaborative groups on a regular basis to go over student data and create lesson plans. Because the schedule is created to allow for common planning time within subject areas, teachers are not able to observe the other members of their team or be a model teacher for their teammates without finding coverage. | | | |
| RECOMMENDATIONS:  According to the Standards for Professional Learning, “Professional learning embedded into educators’ workdays increases the opportunity for all educators to receive individual, team, or school-based support within the work setting to promote continuous improvement.” (pg.33) The school has done a great job providing one period a day where all teachers on the same subject area team (core subjects) have common planning time. Another thing they could do is occasionally provide a substitute to cover a teacher’s class so they could observe someone else on their team. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 1.6 Resources Support Job-Embedded Professional Learning** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| Resources are not allocated for job-embedded professional learning that is aligned with high-priority school improvement goals. Little if any professional development is devoted to helping teachers use technology to enhance student learning. | Some resources are allocated for professional learning. However, much of the professional learning is conducted primarily after school and is not aligned with the high-priority school improvement goals. There is limited professional development devoted to helping teachers use technology to enhance student learning. | Most resources for professional learning are allocated for the identified high-priority school improvement goals. However, providing more job-embedded learning opportunities and professional development would enhance teachers’ use of technology to support student learning. In other cases, these forms of professional development need to be more ongoing and sustained to ensure actual classroom implementation of training strategies and processes. | Resources are allocated to support job-embedded professional learning that is aligned with high-priority school improvement goals and technology supporting student learning. There is sustained commitment to ensuring that these professional development activities result in successful classroom implementation. There is also a process in place to determine the value-added of key strategies and processes, i.e., how they impact student achievement and related organizational short- and long-range goals. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  With the exception of subject area team meetings, professional learning is done at after school staff meetings. These meetings are generally led by one of our administrators or our media specialist. These meetings are sometimes focused on specific school improvement goals and sometimes just informational. For example, our last staff meeting was solely about the changes to our health care plan due to the Affordable Care Act. No professional learning was provided. Although there is some planned for later this school year, there has been no professional development yet related to technology. | | | |
| RECOMMENDATIONS:  The school needs to provide more resources for professional learning within the building. Funds are available to teachers who know to request them for workshops and conferences outside of the school, but little money is being allocated to providing professional development inside the school. The school should also consider using some of its professional learning funds to provide more technology support within the building. We currently share our techs between several schools and it sometimes takes weeks for a technology issue to be fixed due to this. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Professional Learning Standard 2**:**  **The process—the how—of professional learning is aligned with articulated goals and purposes, data-driven, research-based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.** | | | |
| **PL 2.1 Collaborative Analysis of Data** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| Teachers and/or administrators use personal experiences or opinions to determine student and adult learning needs and goals. Data is not collected and analyzed in monitoring school and classroom improvement strategies, | Teachers and/or administrators work in isolation or with limited representation to review student summative data and determine student and adult learning needs and goals. Student and teacher data is collected and analyzed at the end of the year to monitor the accomplishment of classroom and school goals. | Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They collect and analyze relevant student and teacher data at the beginning and end of the year to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community. | Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They continuously (minimum of 4 times a year) collect and analyze relevant student and teacher data (e.g. action research, analyzing student work, classroom observations, Awareness Walks, and surveys) to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  The School Improvement Team, which is made up of teachers and administrators, meets at the beginning and end of each school year to analyze student data and determine the major needs of the school. They collect data at the end of each year related to the goals set forth in the school improvement plan and then use that data to plan for the following school year. This data is shared with school staff via the school’s shared drive at the beginning of each school year. Accomplishments are shared with the community and celebrated when appropriate. | | | |
| RECOMMENDATIONS:  The only thing that keeps the school from being fully operational is that they do not collect data continuously, only at the beginning and end of the year. The school could collect data every 9 weeks when we provide progress reports to students and parents to reach fully operational here. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 2.2 Evaluating Impact of Professional Learning** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| The principal and other leaders develop and implement a plan for evaluating teachers’ reactions to professional development events. Teachers’ contributions to the evaluation are limited to providing satisfaction ratings. The evaluation identifies changes in teacher knowledge and skills as a result of participation, but it does not evaluate changes in practice or impact on student learning. | The principal and other leaders develop and implement a plan for evaluating professional development events. Teachers contribute to the evaluation by collecting and analyzing summative student learning data. The evaluation identifies changes in teacher knowledge and skills as a result of participation and year-end student performance, but it does not evaluate change in teacher practice. | The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (formative and summative for a one- to two-year period) evaluation of the impact of professional development on teacher practices and student learning. The evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing relevant student learning and process data. | The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (both formative and summative over a three- to five-year period) evaluation of the impact of professional development on teacher practices and student learning. Evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing a variety (student learning, demographic, perception, and process) of relevant data. The plan specifies the evaluation question(s), data sources, data collection methodology, and data analysis processes. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  There is no follow up to professional development in place at this time. Teachers are not even asked for satisfactory ratings as described above. The teachers do collect student data as described under emergent, but there is no evaluation of change in teacher practice. | | | |
| RECOMMENDATIONS:  The school should try implementing new strategies for more than a semester or school year at a time. The professional learning that has been introduced in the time I have been at this school has never lasted for more than a few months before it is discarded and something else introduced in its place. The school needs to commit to trying something for an extended period of time and follow up to see if teachers are using it, so they can truly evaluate its effectiveness. According to the Standards for Professional Learning, “The primary goal for professional learning are changes in educator practice and increases in students learning. This is a process that takes time and requires support for implementation to embed the new learning into practice.” (pg. 44) | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 2.3 Interpreting and Using Research Results** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| The principal and other leaders review professional journals that summarize research instead of actual research or they do not recognize a need for reading and interpreting research when making instructional decisions regarding professional development and school improvement approaches. | The principal and other leaders review educational research. They create opportunities for a few, select teachers to study educational research. They work with them to conduct reviews of research when making instructional decisions regarding the adoption of professional development and school improvement approaches. | The principal and other leaders demonstrate modest skills in interpreting educational research (validity and reliability, matching populations, and interpreting effect-size measures). They create opportunities for teachers to learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches. | The principal and other leaders demonstrate advanced skills in determining appropriate research design, interpreting research results, and determining whether results can be generalized. They ensure that teachers and community members learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  There is a very small group of chosen leaders in the school that work with administration to review research. They are all members of the School Improvement Team, but are not the entire team, and are therefore involved in making decisions about professional development and school improvement strategies. | | | |
| RECOMMENDATIONS:  Again, the school leaders have not allowed enough time with any research-based strategy to see if it is effective in reaching our school improvement goals. Leaders need to allow time and follow up with teachers about implementation in order for these strategies to be effective. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 2. 4 Long-Term, In-Depth Professional Learning** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| Teachers experience single, stand-alone professional development events that are typically large group, workshop designs. There is little if any evidence of implementation or change in practice in classrooms. No emphasis is given to enhancing teachers’ content knowledge or understanding. | Teachers attend multiple workshops on the same topic throughout the year to gain information about new programs or practices. They experiment with the new practices alone and infrequently with limited school-based support for implementation. No emphasis is given to enhancing teachers’ content knowledge or understanding. | Teachers participate in long-term (two- to three-year period), in-depth professional learning that includes a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and classroom observations). Some evidence is present of attention to enhancing teachers’ content knowledge. | Teachers participate in long-term (two- to three-year period), in-depth professional learning that engages learning teams in a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to extensive, follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). A major focus of ongoing professional development is a commitment to maintaining and updating all teachers’ knowledge and understanding of the content they are teaching and changes occurring in their field(s). |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  Our professional development workshops are generally unrelated (more like what is described in the “Not Addressed” column). In our subject area team meetings last school year, an attempt was made at studying the same reading strategies across all subject areas and teams were to complete tasks related to these strategies during each meeting. Due to limited explanations and little support, most teams were not able to complete everything that was expected by the end of the school year. No mention has been made of resuming these strategies. | | | |
| RECOMMENDATIONS:  As in the last two, more time and follow up are needed in order for any new strategy to be implemented. The school needs to focus on one goal and provide professional learning over a long period of time on that one thing to help the teachers fully understand and be able to implement it to its greatest potential. “Professional learning produces changes in educator practice and student learning when it sustains implementation support over time.” (Standards for Professional Learning, p. 45) | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 2.5 Alignment of Professional Learning with Expected Outcomes** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| The principal and other leaders provide single, stand-alone professional development events that are typically large group, workshops with no expectations for implementation of new classroom practices. Generally, activities are not aligned with the school improvement plan or related priorities. | The principal and other leaders provide multiple workshops on the same topic throughout the year. They articulate the learning goal, but do not discuss expectations for implementation. Teachers receive limited school-based support for implementing the new classroom practices. Activities are only generally aligned with the school improvement plan or related priorities. | The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). The professional learning is long-term (two-to-three year period) and in-depth with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation by providing rubrics that describe the desired classroom practices and communicate how those practices connect to the school improvement goals. Generally, activities are aligned with major priorities within the school improvement plan. | The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). They ensure that teams of teachers are engaged in long-term (two-to-three year period), in-depth professional learning with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation with collaboratively developed rubrics describing desired classroom practices and communicate how those practices connect to the school improvement goals. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  Please see PL 2.4 for information on workshops on the same topic. The reading strategies that were attempted last year were aligned with a school improvement goal to increase student interest in reading. | | | |
| RECOMMENDATIONS:  See PL 2.2, 2.3, and 2.4. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 2.6 Building Capacity to Use Research Results** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| Professional development is planned with no regard for research about adult learning needs and individual and organizational change processes. The sessions provided include strategies that do not mirror the instructional strategies teachers are expected to use with students (e.g., lecturing on inquiry method, covering material instead of helping participants to use and internalize it), and sessions are the same for all teachers regardless of their career stage. | Professional development is planned using research about adult learning needs and how individuals experience the change process. The professional development sessions demonstrate classroom practices through videotapes and simulations. The experiences focus on procedural learning -“how to do it”- rather than on developing deep understanding of concepts and problem solving strategies. Some professional development is specialized for new and mentor teachers. | Professional development is planned using research about adult learning needs and individual and organizational change processes. The professional development sessions include modeling and demonstrations of expected classroom practices. The experiences impact teachers’ depth of understanding enabling them to use the new strategies routinely. Some professional development is specialized to reflect career stages of new teachers, mentor teachers, and teacher leaders. | Professional development builds the capacity of the staff to use research about adult learning needs and individual and organizational change processes as they implement new strategies. Professional development sessions consistently employ the same instructional strategies that are expected to be used in their classrooms. The experiences impact teachers’ depth of understanding enabling them to solve problems and adapt new strategies to classroom circumstances. Professional development is differentiated to reflect career stage needs and interests (e.g., mentoring, leading learning teams, coaching, utilizing technology, and curriculum development). |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  Professional development workshops are the same for all teachers, regardless of subject area or career stage. They are usually presented as a lecture or with a PowerPoint presentation. No hands on learning takes place at these meetings. No agendas or handouts are provided. | | | |
| RECOMMENDATIONS:  According to the Standards for Professional Learning, “Active engagement in professional learning promotes change in educator practice and student learning.” (p. 42) If the school presented information in the active and hands-on ways that we as teachers are asked to present information to our students, professional learning would be more productive (and more enjoyable). Adults learn in a variety of ways just like kids do. Some of us need to see things modeled, some of us need to try doing it for ourselves, etc. The school needs to take different learning styles into account when they plan professional learning. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 2.7 Knowledge about Effective Group Processes** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| Teachers and administrators lack knowledge about effective group processes and/or work alone, disregarding collective responsibility for student learning. | Teachers and administrators have knowledge of stages of group development and effective interaction skills, but lack skill in group process strategies needed for productive collaborative work. As a result, colleagues work in temporary groups often encountering unresolved conflict or frustration. Technology (e.g., email, chat rooms, and websites) is used to support collegial interactions. | Teachers and administrators have knowledge and skills regarding group processes (e.g., group decision making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively. Technology (e.g., subject area networks, lesson sharing, seminars) is used to support collegial interactions. | Teachers and administrators have knowledge and skills to monitor and improve group processes (e.g., group decision-making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively in established, ongoing learning teams. Technology (e.g., online discussions, web casts, and seminars, educational blogs, listservs, downloadable resources) is used to support collegial interactions and to ensure effective and sustained implementation. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  The groups that are in place work well collaboratively and there is little conflict within the groups. The teachers as a whole work well together to meet the needs of our students. Teachers share lesson ideas and teaching strategies using technology and we are supposed to be receiving training on Blackboard beginning next week which will be another way for the teachers to interact online. | | | |
| RECOMMENDATIONS:  The only recommendation here is that the school does not use technology to its full potential. The school should provide more technology training and encourage teachers to use technology in their ongoing profession development. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Professional Learning Standard 3 : **The content—the what—of professional learning reinforces educators’ understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.** | | | |
| **PL 3.1 Classroom Practices Reflect an Emotionally and Physically Safe Learning Environment** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| Classroom practices reflect little or no evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. | Classroom practices of some  teachers reflect evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. | Classroom practices of most teachers reflect skill in communicating high expectations for each student and adjusting classroom activities to meet student needs. Respect for students’ cultures and life experiences is evident through the emotionally and physically safe learning environment where students of diverse backgrounds and experiences are taught the school code of conduct (customs) to help them be successful in the school context. | Classroom practices (e.g., considering interests, backgrounds, strengths, and preferences to provide meaningful, relevant lessons and assess student progress, differentiating instruction, and nurturing student capacity for self-management) of all teachers reflect an emotionally and physically safe environment where respect and appreciation for a diverse population is evident. There are high achievement expectations for all students and teachers. The principal and other leaders provide professional learning for teachers lacking understanding of the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. |

|  |
| --- |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  The teachers at my school have high expectations for their students and communicate those expectations in their teaching. Teachers differentiate their instruction to meet the needs of the different learners in their classrooms based on student data. Most of this is done in subject area collaborative meetings where teachers discuss strategies to help students with different learning styles. Although there is not much diversity in our school population, students are taught to be respectful of each other and to their teachers and other adults in the building. |
| RECOMMENDATIONS:  The only thing that kept this from being fully operational is that I do not know of any training available to teachers who lack understanding of attitudes toward race, disabilities, etc. within the school or at the county level. |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| Teachers demonstrate superficial knowledge of subject matter and mostly rely on textbooks. They primarily use lecture, seatwork, and discussion as instructional strategies and paper-and-pencil tests for assessment. | Teachers demonstrate breadth of subject matter, but the content they teach is often not aligned with required learning goals (e.g., GPS, district standards). They may use some engaging instructional strategies and a variety of assessment strategies in some contexts; however, most of their instruction is presented in traditional whole-group, teacher-centered fashion. | Teachers exhibit a deep understanding of subject matter, use a variety of appropriate instructional strategies, and use various assessment strategies to monitor student progress toward meeting rigorous and required standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives. | Teachers exhibit a deep understanding of subject matter; differentiate instruction based on needs, interests, and backgrounds; use a variety of appropriate instructional strategies; and use various assessment strategies (e.g., constructed-response test items, reflective assessments, academic prompts, culminating performance tasks and projects, interviews, rubrics, peer response groups) to monitor student progress toward meeting rigorous standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives. |

|  |
| --- |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  Every teacher in our school is highly qualified in the subject area they teach (School Improvement Plan 2013-2014). Due to their deep understanding of their subject areas, they are able to use a variety of instructional practices to help students meet the standards. Teachers are able to monitor their students’ progress and give students appropriate feedback to help them reach their goals. They plan collaboratively with other teachers in their department to plan lessons and common assessments where appropriate. |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 3.3 Sustained Development of Deep Understanding of Content and Strategies** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| The principal and other leaders encourage but do not require teachers to participate in district-based professional development opportunities to increase knowledge of content, research-based instructional strategies, and assessments. There is minimal if any evidence of school-based professional development to promote student achievement. They create work schedules that result in teacher isolation and individual practice. | The principal and other leaders emphasize the importance of teachers’ deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. They create work schedules to support collegial interaction and sharing and encourage teachers to participate in district-based professional development focused on content, pedagogy, and assessment. | The principal and other leaders promote teachers’ deep understanding of content knowledge, research-based instructional strategies, and assessment strategies as a high priority. They avoid large-scale trainings that may not address the needs of all participants. They create work schedules to support collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored. | The principal and other leaders promote the sustained development of teachers’ deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. All professional development activities are purposeful and aligned with specific individual and group needs. They create work schedules to support ***ongoing***, collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored. |

|  |
| --- |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  The administration supports subject area teams working collaboratively to share instructional strategies, plan lessons, and develop assessments. The district only occasionally provides content-based professional development, but when they do administration supports teachers that wish to attend (substitutes are provided and any registration fees are paid by the school). |
| RECOMMENDATIONS:  While the school does a good job of providing time for teachers of the same subject to meet together, more could be done in the area of follow up of the implementation of strategies. The school district could also provide more opportunities for teachers of the same subject area across the county to collaborate and share strategies. |

|  |  |  |  |
| --- | --- | --- | --- |
| **PL 3.4 Partnerships to Support Student Learning** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| There is no collaboration with parents or the community in developing activities to support learning. Communication through only written correspondence is limited to encouraging parents to attend school functions, yearly conferences, and performances. | There is a school committee to focus on developing community partnerships to support student learning. Communication through written correspondence or phone is about school programs, student progress, and encouraging attendance at school functions, yearly conferences, and performances. | There is a committee that works with families and the community through partnerships that develop programs to support student learning. Strategies are implemented to increase family involvement such as offering suggestions about ways parents can support student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, student work, homework, and school events) through a website, phone, email, voice mail, and written correspondence. | Partnerships among teachers, families, and the community are maintained to develop programs that support learning and enhance student skills and talents. Strategies are implemented to increase family involvement such as providing parent education workshops with information on child development and supporting student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, (student work, homework, and school events) through an interactive website, phone, email, voice mail and written correspondence. |

|  |
| --- |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  Our school has a cooperative learning team that works to promote community partnerships and to get parents more involved in the school community. The team plans events to get the parents to the school as well as opportunities for area businesses to get involved. For example, last spring we held a chicken wing contest for area restaurants and invited parents to come in to taste and vote. Teachers and their families were encouraged to attend to make this a school and community event.  In addition, our school provides daily updates on events and important information for parents and students on our facebook page (<https://www.facebook.com/pages/Adairsville-High-School/249587648398181?ref=br_tf>), on Twitter, and via email or text message through remind101. Many of our teachers also have personal web pages (mostly through Edmodo) and send remind101 messages to students and parents about assignments and upcoming tests and projects. |
| RECOMMENDATIONS:  The one thing that would make this fully operational is adding parent education workshops. |