

GAPSS Review Template

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.*

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

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> 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 – Teams at Lee County Primary School meet once a week in learning pods. Pods are made up of grade level members with two people serving as pod leader. In this learning pod, teams analyze student data. The learning pods split further in grades one and two to plan collaboratively as both grades team teach. The math teachers work as a smaller sub-pod and the language arts teachers work as a smaller sub-pod. These pods develop lesson plans, and examine student work.

RECOMMENDATIONS: I recommend a continuation of the current procedures. Teachers use this time effectively and to their benefit.

PL 1.2 Learning Community

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	X Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – The principal and administrative team set out to generate the school’s learning pods several years ago. They do attend these pod meetings as often as possible and also have time set aside for professional development within the communities. The administrative team works hard to manage conflict effectively which is why they try to remain visible in some pod meetings.

RECOMMENDATIONS: I recommend that the administrative team monitor the impact of the learning pods more closely. These groups have largely become self-policing but would still benefit from administrative participation and involvement.

PL 1.3 Instructional Leadership Development and Service

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> 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 – Teacher leaders on this campus have a wide variety of opportunities to hone leadership skills. Though often these roles are not given formal titles, teachers still use these opportunities to better themselves and their peers. For example, there are two teachers that are chosen to be technology teacher leaders and provide small, brief training and support in technology implementation throughout the campus. These teachers attend off-site training to better do these roles.

RECOMMENDATIONS: I recommend that the current opportunities for teachers to take advantage of leadership to continue. I would also recommend that there be a more formal recognition of these roles, perhaps with an official title and opportunities for off-site development and training.

PL 1.4 School Culture for Team Learning and Continuous Improvement

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Fully Operational
<p>There is little or no evidence of the principal and other leaders establishing ongoing team learning with clearly articulated expectations for professional learning.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>EVIDENCE: In the space below, provide detail evidence supporting your rating above – The administrative team works with other administrative teams throughout the district to create a vertically aligned plan for professional development. This shapes the professional development plan for each campus including this one. The principal and other leaders regularly attend professional development of their own. At the current time, leaders receive much of their training regarding TKES and LKES and how to perform observations.</p>			
<p>RECOMMENDATIONS: I recommend that leaders continue to plan professional development in this manner, as it has been very effective for the system and each individual school. Leaders should also be given opportunities for professional growth based on their personal needs, not just the needs of their schools.</p>			

PL 1.5 Job-Embedded Learning and Collaboration

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> 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.)
<p>EVIDENCE: In the space below, provide detail evidence supporting your rating above – Teachers spend time after school once a week with their learning pods. Individual teams might meet more often if the need arises. During this time, teachers collaborate on lessons, create common assessments, and analyze student work. There is also often brief training that occurs during this time.</p>			
<p>RECOMMENDATIONS: I recommend that more time within the work day be set aside for job-embedded learning. The once-a-week meetings are being used effectively but mostly for planning purposes. More time could be set aside for teachers, especially for peer observations and modeling since this is an easy way around the lack of full collaborative planning time during the day.</p>			

PL 1.6 Resources Support Job-Embedded Professional Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> 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.
<p>EVIDENCE: In the space below, provide detail evidence supporting your rating above – Both system level and school level funds are set aside for professional learning. All professional learning has to align with both the school and system improvement plan goals in order to be funded. There is also monitoring that occurs on a regular basis to see how effective the professional learning has been, both on instructional practices and on student achievement. These data collection practices are outlined in both the system and school level professional development plans.</p>			
<p>RECOMMENDATIONS: I recommend that the practice of allotting funding for professional development and monitoring to ensure the effectiveness of the professional learning continue. Teachers should also be made aware of how data collection occurs, both timelines and types of data to be observed so that they are sure to implement practices in the most effective manner.</p>			

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

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Fully Operational
<p>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,</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Data teams are a relatively new part of the school and have been in place for just over a year. There are grade level data teams but also school level data teams. Data is analyzed on a regular basis (grade level teams meet once a week and school level teams once a month).

RECOMMENDATIONS: I recommend that data analysis continue in this manner. Teachers find the analysis incredibly helpful for planning purposes as this gives a very clear picture of student learning. In addition, it helps leaders plan professional development effectively.

PL 2.2 Evaluating Impact of Professional Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – The administrative team develops a plan for analyzing professional development. Analysis occurs within each 60-day professional development plan and throughout the year. The types of data collected and what exactly is monitored is outlined in the school improvement plan and the 60-day plans. And end of the year assessment is completed by the administrative team on every campus in the system and this data is relayed to system level leadership.

RECOMMENDATIONS: Data analysis should occur on a regular basis as it is currently. However, it would be more effective to extend the analysis of teacher practices beyond the year the professional learning occurred. Once the school year is completed, it is rather difficult to see how well teachers are continuing research based practices in their classrooms since it is not a current goal.

PL 2.3 Interpreting and Using Research Results

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – The principal and administrative leaders are skilled at interpreting educational research and this is evident in their analysis of student and teacher data and their alignment of research-based instructional practices. They also have teacher leaders analyze educational research on a regular basis.

RECOMMENDATIONS: Though the leadership uses educational research to better choose goals for the staff and encourage staff to analyze educational research, they don't often have others use the research they are looking at. This would promote better analysis across the board for all staff and could be easily modeled by the leadership.

PL 2. 4 Long-Term, In-Depth Professional Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> 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 – The implementation of data teams is a good example of a long-term, in-depth professional development. These teams were put into place over a year ago and continue to be monitored on a regular basis. There is no plan to discontinue the teams, but rather to provide more training for these teachers and teachers in other schools to implement the same teams. There are also other goals that look to be long-term at this point (technology implementation being the most prominent of these) and teachers are provided on-going training and support with the use of coaching and small collaborative teams.

RECOMMENDATIONS: The designs used for professional learning are limited to the ones chosen by the leadership. Though a technology coach is available to provide support and training and in turn uses a variety of methods, most professional learning designs are not this way. I recommend further support for new practices, not just in technology. In addition, goals should be set to be more long-term rather than just year-long. The current setup makes teachers think practices will just go away if not implemented.

PL 2.5 Alignment of Professional Learning with Expected Outcomes

<input type="checkbox"/> Not Addressed	X Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>EVIDENCE: In the space below, provide detail evidence supporting your rating above – The learning goals for professional learning are shared and clearly articulated at the beginning of the year. They are closely aligned to the school improvement plan and outline data collection practices. However, teachers do not feel that the expectations of implementation are clearly articulated. There are rubrics provided in the TKES platform but these often do not related directly to the professional learning received. Limited instructional designs are utilized for professional development.</p>			
<p>RECOMMENDATIONS: Rubrics outlining expectations and clearly defined goals of professional learning should be distributed to all teachers at the beginning of the year. I also recommend using a wider variety of instructional methods for all professional learning.</p>			

PL 2.6 Building Capacity to Use Research Results

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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).</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Many professional development session include modeling and demonstrations. In addition, since the process of choosing the topics is very data-driven, teachers do have an impact on the topics chosen. However, professional learning is differentiated only a limited basis.

RECOMMENDATIONS: Teachers should feel more ownership of the topics chosen for professional learning. In addition, it would mean more if it was differentiates to better suit the needs of everyone involved. A good start would be to reflect career stage needs – this is done on a limited basis but could be better dispersed throughout the school.

PL 2.7 Knowledge about Effective Group Processes

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> 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.
<p>EVIDENCE: In the space below, provide detail evidence supporting your rating above – Professional learning communities not only serve to promote collaboration to promote student achievement but also prove to be effective in promoting collegial interactions. Group norms were set at the implementation of the professional learning pods and training was given to group facilitators (and is given to new pod leaders as needed). The use of the learning pods promotes a collective responsibility of each and every student on campus. Every person feels responsible for the learning of each child. School leaders also model appropriate interactions among staff.</p>			
<p>RECOMMENDATIONS: Learning pods should continue as they are currently done. Staff interactions promote the highest morale and promote a feeling of camaraderie among all persons within the school.</p>			

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

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – There are high expectations set for students and all staff members at the school. Instructional practices reflect these high standards and school leaders regularly observe that these are being utilized in all instruction by observing teachers during classroom time. Professional learning is provided to continuously improve instructional practices and is very data driven. In addition, professional learning is assigned to teachers who are found weak in certain areas.

RECOMMENDATIONS: School leaders should continue to promote high expectations for both teachers and students. The monitoring of use of research based instructional practices ensures they are being implemented in all classrooms. This also helps school leaders identify weaknesses in individual teachers and the staff as a whole to better set professional development goals.

PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> 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 – The use of professional learning pods has proven to be very successful in implementing changes in research-based instructional practices. Teachers collaborate when lesson planning and since they have been trained on these practices, the learning pods better ensure that everyone is using the same techniques. When school leadership does observations, they see these research-based practices in use in most classrooms on a consistent basis.

RECOMMENDATIONS: Teachers should continue planning in learning pods as this better ensures the implementation of research based instructional practices.

PL 3.3 Sustained Development of Deep Understanding of Content and Strategies

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 <i>ongoing</i>, collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Topics chosen for professional learning are largely based on a needs assessment from teachers themselves, from student achievement data, and from data obtained from observations. School leaders set goals for professional learning based on this data. The implementation of what is taught in professional learning is closely monitored by school leadership. They aim to differentiate learning based on the needs of the individual but sometimes fail due to limited time.

RECOMMENDATIONS: School leadership should more closely align professional learning goals to the individual needs of their teachers. In addition, professional learning should be ongoing. Ongoing monitoring should continue to ensure implementation of practices.

PL 3.4 Partnerships to Support Student Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – The school has a strong partnership with the community and with the parent-teacher organization. The school has many programs and workshops to display student progress and to promote interactions and relationships with the community. The school leadership and teachers communicate regularly with parents and the community through avenues such as newsletters, flyers, websites, and Remind text messages.

RECOMMENDATIONS: Parent-school communication should remain at the high level it is currently. As new ways to communicate become available, school leadership should also make use of the new technology. The school is seen to be one of the best at its relationship with parents and community members and school leadership should continue to achieve this goal.