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| 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 (Part-B) Template – Chad J. DeWolf |
| 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** | **[x]  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 – According to the Teacher Handbook (2015), the weekly meetings are as follows:* [Monday] Grade Level Meeting – All teachers in a grade level meet to discuss students, the curriculum for cross-curricular opportunities, and school related testing and grade level information that is on the horizon.
* [Tuesday, Wednesday, Thursday] Content Level Meeting – All teachers meet in their content and grade level teams. This allows for common planning time, sharing of best practices, and most importantly, collaboration.
* [T, W, R – Data Teams] Content Level Data Team Meeting – All teachers meet in their content and grade level teams to discuss data collected by students through the data team process. Each team decides which day of the week (Tuesday, Wednesday, or Thursday) that the Data Team meetings will meet for the year.
* [Friday] Personal Day – This day allows teachers to “catch-up” with grading, contacting parents, completing the “other duties as assigned” category of the job description, and for the interested, a chance to research topics of interest that they would like to improve or learn more about to challenge students in their own classroom.

The Teacher Handbook (2015) also references sessions that occur on each Wednesday as:* [1st Wednesday] Faculty Meeting – This is the typical meeting where the entire school shows up at the faculty meeting. I am including this meeting in the ‘Professional Learning’ section as in each meeting, some type of professional learning is presented by the administration or faculty members.
* [2nd Wednesday] Team Leader Meeting – This is where each grade level team has one representative present at this meeting with the school administrators. There are four team leaders per grade totaling twelve teachers. Connections and other various teacher groups are also represented making this meeting total around twenty people in each meeting. The administration asks for ideas on how to better improve staff morale, student achievement, and they also use this opportunity to push down information to the team leaders to discuss with their teams.
* [3rd Wednesday] House Meeting – The middle school is broken up into three small “houses” which hold each grade level (6-8), a school counselor, secretary, and assistant principal. This is just to make sure all are on the same page and to share positive moments and celebrations throughout the month.
* [4th Wednesday] Subject/Department Are Meeting – Teachers meet, regardless of grade level, with all other teachers in their content area. Discussions about the curriculum, what each grade is doing well and could improve upon, and other information that could help teachers connect with their current students with knowledge of their supposed knowledge from the curriculum the year before.
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| RECOMMENDATIONS: None. Keep up the great work through continued collaboration. |

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| **PL 1.2 Learning Community** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[x]  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 administration is present in meetings to show their support of the teachers throughout the week and offer guidance as needed during them meetings. The administration team is the sole reason we have learning communities and which provide all content teachers just around two hours, each day, which can be used for collaboration. Each administrator (we have 4) is a member of one of the four content levels (in which each administrator has background knowledge.) |
| RECOMMENDATIONS: Some teams do not use this time and their colleagues in an effective manner. Those teams need to be identified and retaught what a learning community is and the purpose of them. The template and time frame is present and needs to be utilized in an effective manner. |

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| **PL 1.3 Instructional Leadership Development and Service** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[x]  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 multiple opportunities for teachers to be involved in leadership roles. Some examples are: Team Leader, Content Leader, Grade Level Rep., Reading Coach, Math Coach, and Technology Leader. All of these positions utilized to promote positive learning environments and advanced learning opportunities for students. These staff members meet, at minimum, each week. |
| RECOMMENDATIONS: None. Keep up the good work. |

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| **PL 1.4 School Culture for Team Learning and Continuous Improvement** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[x]  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 – Each week, each content level team, grade level team, and house teams, meet to ensure the staff is planning for a challenging environment of learning for each student. The professional learning that all staff members receive are based on surveys from the previous year. This current year’s professional learning encompasses our students’ socio-economic statuses and how it all relates to learning and behavior in the classroom. All decisions made, in regards to professional development, are made to make a teacher’s job easier and background knowledge deeper when it comes to student learning and engagement. |
| RECOMMENDATIONS: The beginning of the year was an all-out full court press in regards to the professional learning of our students’ socio-economic statuses. Since then, there has been little reference to this professional learning, except for a minimal amount of re-teaching by teacher teams at the monthly staff meeting. Perhaps more of an emphasis can be made throughout the year. |

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| **PL 1.5 Job-Embedded Learning and Collaboration** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[x]  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 – Each day, each content teacher has roughly 2 hours of time (20% of daily time) for collaborating with colleagues, which is more than enough time, and quite frankly, is the most I have heard of anywhere. During this time, teachers share best practices, technology learning opportunities, and manipulatives that can be used in upcoming lessons and units. This is the most amount of time and job-embedded learning and collaboration with colleagues that I am aware of. |
| RECOMMENDATIONS: None. Good job! |

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| **PL 1.6 Resources Support Job-Embedded Professional Learning** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[x]  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 – For the socio-economic professional learning our school is participating in, each person was given a book (to check out for the year) written by Ruby Payne, who visited the district at the beginning of this year. There are also videos provided by Ruby Payne that each data team will be reviewing throughout the year. The purpose of this professional development for the year is to better understand our students home lives and where and what they are coming from and to us with. Each faculty meeting and team leader meeting we are to volunteer how we (teachers) are developing positive relationships with our students and what worked and didn’t. There are also other resources in regards to professional learning for academic opportunities tailored to the new Georgia Milestones assessments which are reviewed and dissected monthly. Although we do not have many “new” resources for students, the faculty has up-to-date resources for professional learning. This is due to cost and lack of funding for our district and the fact that the staff resources came at no or little expense. |
| RECOMMENDATIONS: None. |

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| 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** | **[x]  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 – Collaborative data teams meet once a week, at minimum, to disaggregate student learning, perceptions and process data to identify student learning needs and goals. This is the sole purpose of our data teams. During the data team meetings, the teachers analyze student work, discuss classroom environments and student engagement, and look at pre and post assessments to guide the decision making process with instruction. In the data team file, there is a specific section to identify accomplishments of teachers and students during the data team process. There is also a Data Room that houses all grade and content level data. During contact with parents (email, phone calls, meetings, conferences), data is delivered to parents.  |
| RECOMMENDATIONS: Nope. |

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| **PL 2.2 Evaluating Impact of Professional Learning** |
| **[ ]  Not Addressed** | **[x]  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 – The only evidence of a plan that evaluates professional development events is a signed sheet that a teacher read and participated in all professional development activities. The lack of follow-through is minimal and it does not transfer from year to year. There is no evidence of any assessment or observation that deals with a teachers change in practice. |
| RECOMMENDATIONS: Develop some follow through with bi-yearly assessments on professional development being implemented. During walkthroughs, look for identifiers of the professional learning being implemented. There must be more than a sign-in sign-out sheet for verification and the professional learning needs to be addressed for more than just a school year.  |

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| **PL 2.3 Interpreting and Using Research Results** |
| **[x]  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 – Educational research is not used, or at least not documented, in terms of professional development and school improvement approaches. School and district administrators survey the teachers to determine the upcoming professional development opportunities that will be present in the upcoming year.  |
| RECOMMENDATIONS: If research is being used, and it is just not available to the staff and others, the district and/or school should publish the researched reasons for the professional development and school improvement approaches. If there is not any research, a team should be created of teachers and administrators to provide research for the decisions being made to implement professional learning and school improvement approaches. Just because the staff states the need for a specific professional learning opportunity, the decision making process should include educational research that supports the staff’s claim. |

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| **PL 2. 4 Long-Term, In-Depth Professional Learning** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[x]  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 – Teachers have been involved with the new Georgia Milestone assessments for a few years now in terms of professional development. This is geared towards the staff understanding the new state required assessments along with how to best prepare the students for them. We have also been in Data Teams (analyzing student work, curriculum development, classroom observations, data analysis) for over 5 years and this type of professional learning is not going away anytime soon.  |
| RECOMMENDATIONS: Each year, a new professional development opportunity arises and dies. It would be nice to have that one new professional development transition into the next school year to show the staff its level of importance. |

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| **PL 2.5 Alignment of Professional Learning with Expected Outcomes** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[x]  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 – Just like PL 2.4, this standard of PL 2.5 is the same in regards to everything including its alignment with expected adult learning outcomes. All professional learning (collaborative lesson plans, data teams, curriculum development sessions, coaching with feedback from observations and collaborative teaching sessions) are multi-year processes and are an in-depth PL objective. All PL opportunities are aligned to the school improvement goals and focus on improving student achievement. |
| RECOMMENDATIONS: It could be nice to have a professional learning opportunity of choice. Let teachers in the building lead different sections (technology, book study, classroom management strategies, connecting with students and parents…) so that the teacher becomes fully invested as they are the ones who chose the PL for themselves.  |

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| **PL 2.6 Building Capacity to Use Research Results** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[x]  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 – During some of the PL sessions, modeling and demonstrations are performed, specifically in the Georgia Milestones sessions. I must say that these sessions truly do make all the difference of impacting a teacher’s depth of understanding and overall expectations to prepare the students for the assessment. There are also PL sessions presented by an administrator specifically designed for new teachers and their mentor teachers. We believe that communication is vital for any improvement to occur, and these PL sessions allow that communication and collaboration to transpire.  |
| RECOMMENDATIONS: It would be helpful to see the research, as a teacher, which supports the PL decision making process. It is available if requested, but it is not sent out before any of the PL sessions. Transparency needs to occur so that all can see, without any doubt, where we are going and how we are going to get there.  |

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| **PL 2.7 Knowledge about Effective Group Processes** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[x]  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 – Very much so, indeed. Pretty much everything that is done is geared towards a collaborative group process that encompasses a shared decision making process that requires effective interaction skills and a certain level of trust amongst the team. This occurs from all of the teams that each member is on throughout the school year (content, grade level, house, and data teams) as each team brings something unique to the collaborative learning table to help improve student learning and achievement. Technology plays an integral role through online meeting sessions, in some instances, along with the posting of teacher created content (online) for all to see – including students and parents. By moving online, and having a team approach, shared content and teaching resources make it easier to meet as a group and more often than not, everyone knows their role to best assist the team. |
| RECOMMENDATIONS: It is not “required” to use technology in any way, except for email. I believe this is frowned upon by some teachers because of their lack of knowledge with technology. Groups don’t need to use it, but it does help drive the process of putting everything online and with the overall sharing of resources. I would recommend training on the tech tools that we have to empower the teachers in need. |

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| 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** | **[x]  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.  |

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| EVIDENCE: In the space below, provide detail evidence supporting your rating above – Our school runs a program called PBIS which the sole purpose is set to promote a positive behavior intervention system. Each classroom setting is setup to reinforce positive behavior and all teachers have been trained in the PBIS model. There are high expectations set on teachers to implement PBIS and there are positive rewards to students to remain positive (Pride Bucks – used in a store to purchase items). Professional learning occurs each year for returning staff and new staff in PBIS and all students can see the benefit of their positive behavior. |
| RECOMMENDATIONS: For teachers who need additional support, there must be time set aside for one on one learning sessions to help them improve so that the students can improve. Without the teachers fully committed, the students under that teacher’s watch will be neglected in the PBIS program. |

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| **PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[x]  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. |

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| EVIDENCE: In the space below, provide detail evidence supporting your rating above – Through data teams, teachers are involved in the collaboration of identifying effective differentiation instruction for specific standards and students. They also, through data teams and content teams, look at and develop constructed response items, even in science and social studies, and new and exciting ways to assess students besides the traditional multiple choice test. The data teams monitor progress of students to show growth through the standards. The data team process specifically identifies instructional strategies, differentiation, WIDA standards for our L students, and assessments. |
| RECOMMENDATIONS: Remcommend that science and social studies teachers be offered more PL, as English and math get the majority, if not all of it. These are the teachers that need the additional support including the Language standards of their content to assist in the writing and research process. |

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| **PL 3.3 Sustained Development of Deep Understanding of Content and Strategies** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[x]  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.  |

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| EVIDENCE: In the space below, provide detail evidence supporting your rating above – All teachers have content related PL, mostly English and math are the focus for each year. Again, all PL is relevant and purposeful to the teacher and/or student needs. 2 hours each day for teacher to collaborate is unheard of and this allows for deeper understandings of content related information and skills. Administrators are a part of the data teams and content teams as they can then closely monitor learning times. |
| RECOMMENDATIONS: Nope. |

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| **PL 3.4 Partnerships to Support Student Learning** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[x]  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.  |

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| EVIDENCE: In the space below, provide detail evidence supporting your rating above – There are multiple programs in place to ensure that a partnership among teacher and the family and community are in place. The Advisement process, where a teacher works with a small group of students and each family for the time the student is in middle school (3 year process - hopefully). We have an outreach program of students who are homeless, students who have family members who do not speak English, among others. We encourage participation as much as a parent would desire, although this rarely occurs. We have a school app which links to teacher lessons, announcements, student work/projects, and a calendar of school events. Each teacher has a contact log, which is through email, phone calls, conferences, and other forms of communication. There is also a parent committee that meets once a month at our school. |
| RECOMMENDATIONS: Invite parents in and offer incentives for the parent to participate. Although this is an issue that is difficult to address, it still needs to improve. We would like to see more bodies in the building to show an aligned support system in place for our students.  |

References

Madison County Middle School: Teacher Handbook 2015-2016. (2015). In House Document. Comer, GA: Madison County School District.