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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 Template |
| Professional Learning Standard 1: **The context of professional learning--the who, when, why and where—contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.** |
| **PL 1.1 Learning Teams** |
| **[ ]  Not Addressed** | **X Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| Teachers do not participate in learning teams or meet regularly to plan for instruction. | Some teachers in some grade levels or subject areas meet to plan for instruction, but meetings do not occur regularly and the work is not aligned with school improvement goals. | Most teachers meet regularly in learning teams to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). This collaborative work would be enhanced by clear alignment of group expectations with the school improvement goals. | All teachers participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). The collaborative work is aligned with the school improvement goals.  |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above – Every other week teachers from each individual grade level meet as a team with academic coaches to assess areas of growth, improvement, and to discuss any actions that can be taken in order to improve both as individual teachers and also as a grade level on a whole. In addition, teachers meet with their grade levels to discuss curriculum, goals, and issues once a week. Though there is a required school wide staff meeting in place, it only takes effect once a month which can prove to be inadequate with the amount of material that needs to be discussed and the number of issues that have accumulated over a month long period.  |
| RECOMMENDATIONS: Though there is a base line of communication established, it would be beneficial for all involved to add a bi-monthly or even weekly school wide staff meeting. It would also help if grade levels took turns introducing topics for discussion or voicing pertinent questions, which need to be addressed. Another idea would be for teachers to have access to individual online professional learning tools and for them to then bring the knowledge and perspective gained into their grade level meetings. It would also benefit the school to have an organized list of goals that each grade level would like to achieve at the end of the school year as well as a list of school wide goals. Once those goals are established an action plan should be put into place. In order for important improvements and ideas of thought to stick around passed the meeting, it is imperative that support and coaching should continue even once plans are put into action (Knight, 2007). One way in which to achieve this is by having teachers from each grade level develop a long-term plan for professional learning that extends well into the future.  |

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| **PL 1.2 Learning Community** |
| **[ ]  Not Addressed** | **X Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| There is little or no evidence that the principal, administrative team or related human resources (e.g., leadership team, coaches, central office) supports or reinforces the creation and maintenance of a learning community. | There is some evidence that the principal, administrative team, or related human resources (e.g., leadership team, coaches, central office) support or reinforce the creation and maintenance of a learning community, but additional support in this area is needed. Although administrators have created structures for meetings to occur, they have failed to provide teachers with professional development related to the collaboration process. | The principal, administrative team, and other human resources periodically support the creation and maintenance of an effective learning community to support teacher and student learning. In key aspects of the school, these individuals work collaboratively to reinforce collaborative forms of professional development and learning for staff members. Although this process is operational, it would improve if greater emphasis were given to monitoring its impact on school improvement goals and student achievement. | The principal, administrative team and other human resources consistently support the creation and maintenance of an effective learning community to support teacher and student learning. These individuals work collaboratively to reinforce teachers’ skillful collaboration (e.g., facilitation skills, conflict resolution, and group decision-making). They also help to create structures to support collegial learning and implement incentive systems to ensure collaborative work. They monitor the impact of these collaborative processes on school improvement goals and on student learning, and participate with other individuals and groups in the operations of the learning community. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above – A majority of the professional learning that takes place a Norton Park Elementary takes place at the bi-weekly academic coach meetings, the weekly grade level meetings, or the once a month school wide staff meetings. Some times these meetings can be very beneficial and can help teachers to open up about issues they are facing in the classroom, allowing the teaching community to get at the root of the problem. Unfortunately, this is more often not the case. A majority of these meetings are spent discussing topics such as the fall festival or current activities taking place within the school or community. While these issues still need to be discussed, it leaves little time at the end to discuss those issues, which really need to be addressed. In addition, there is little accountability when it comes to professional learning and much of the material that is taught is not being brought back into the classroom. |
| RECOMMENDATIONS: I believe that it would be very helpful for administrators’ and coaches to assist teachers in bringing the knowledge that they are taught, in professional development meetings, into the classroom. It can be hard to try and navigate new material in a classroom with out any prior training or assistance. It would also be great to see administrators work together to hold teachers accountable for establishing new methods in the classroom.  |

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| **PL 1.3 Instructional Leadership Development and Service** |
| **X Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| There are few if any opportunities for teachers to participate in instructional leadership development experiences, serve in instructional leadership roles, or participate in supporting school-based professional learning. | There are opportunities for teachers to participate in preparing for and serving in instructional leadership roles and contributing to the school-based professional learning plans. However, the opportunities are limited to a small number of teachers.  | There are many opportunities for teachers to serve in instructional leadership roles and develop as instructional leaders. They are highly engaged in planning, supporting, and communicating professional learning in the school. This would be enhanced if there were more opportunities for instructional leadership roles among various personnel. | A variety of teachers take advantage of opportunities to participate in instructional leadership development experiences and serve in instructional leadership roles (e.g., instructional coach, mentor, facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning.  |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above – Though there is a “team leadership meeting” put in place by administrators, it is often seen more as a burden than a desired role. These meetings are lead by our principle and consist of one lead teacher from each grade level. In these meetings we discuss how the school can improve but little or any change seems to happen. I believe this is in part due to lack of delegation and lack of accountability.  |
| RECOMMENDATIONS: One way I feel that instructional leadership can be improved is for each grade level leader who attends the team leadership meeting to be required to hold a smaller team leadership meeting in their individual grade level. All teachers would be required to attend their grade level meeting. Once an overall goal is established in the first team leadership meeting, it is then up the team leader to work with his/her grade level to develop a strategy to achieve that goal and delegate tasks in the best manner possible. This way all teachers will be responsible for taking charge in one capacity and getting their task completed before the next meeting. |

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| **PL 1.4 School Culture for Team Learning and Continuous Improvement** |
| **[ ]  Not Addressed** | **X Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| There is little or no evidence of the principal and other leaders establishing ongoing team learning with clearly articulated expectations for professional learning. | There is some evidence the principal and other leaders support a culture involving ongoing team learning and continuous improvement. However, there is not a clearly articulated plan for professional learning for teachers and administrators.  | There is general evidence the principal and other leaders support a culture involving ongoing learning and continuous improvement through a plan for professional learning for teachers and administrators. The professional learning would be enhanced by including a variety of designs (e.g., lesson study, peer observations, modeling, instructional coaching, collaborative teacher meetings, etc.) constituting high-quality professional learning experiences. | The principal and other leaders support a school culture that reflects ongoing team learning and continuous improvement. The principal and other leaders plan for high-quality professional learning, articulate intended results of school-based professional learning, and participate in professional learning to become more effective instructional leaders. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above – Overall it is apparent that our principal and other leaders in our school (administrators) have a general desire to improve upon professional learning. Teachers are eager for a change and the majority seems to be willing to work hard in order to bring about that change. Unfortunately the leaders of my school have not been equipped with the tools or training necessary to evoke this change. Though we do have once a month team leadership meetings, it has been slow to bring about change due to a lack of delegation and accountability. If a true sense of support for a culture involving ongoing team learning and continuous improvement in the school is to be brought to life,  |
| RECOMMENDATIONS: One way in which administrators and leaders in my school can bring about an atmosphere that supports professional learning is to develop a needs assessment that targets each grade level and that includes academic areas as well as any other area that could play an influence on the development of teachers and students. Compiling data from previous and current test scores can help to identify what areas need to be improved upon and where each student and teachers strength lie. Once these factors are made known it can be helpful in developing a professional learning plan  |

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| **PL 1.5 Job-Embedded Learning and Collaboration** |
| **[ ]  Not Addressed** | **X Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| Teachers spend little or no time during the work-week learning and collaborating with colleagues to improve their use of curriculum, assessment, instruction, and technology. | Some teachers spend a small amount of time during the work-week collaborating with colleagues. However, this time is often focused on non-curricular topics and typically occurs after school. | Most teachers spend time during a workday each week collaborating with colleagues about curriculum, assessment, instruction and technology use in the classroom. This professional learning would be enhanced by allocating more time each week for job-embedded learning (e.g., lesson study, peer-observations, modeling, instructional coaching, teacher meetings). | Teachers spend a significant part of their work-week in job-embedded learning and collaboration with colleagues addressing curriculum, assessment, instruction, and technology. They receive sufficient support resources (e.g., materials, time, training) and assist with securing additional resources necessary (e.g., funding, time, technology) to sustain their learning. (NSDC Standards recommend that formal and informal job-embedded learning take place during at least 25% of educators’ professional time. Such time can be devoted to lesson study, peer observations and coaching, modeling, conferencing, teacher meetings, mentoring.) |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above – Although each grade meets once a week for collaborating and discussion, this time is often spent discussing topics that unrelated to the current curriculum such as fall festivals, fundraisers, or topics that could not be addressed in this month’s school wide staff meeting. These meetings take place in our planning period and often are used a distraction from the actual lesson planning that needs to be done. This is in part due to lack of planning and also a result of teachers not being on the same page with lesson plans.  |
| RECOMMENDATIONS:  |

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| **PL 1.6 Resources Support Job-Embedded Professional Learning** |
| **[ ]  Not Addressed** | **X Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| Resources are not allocated for job-embedded professional learning that is aligned with high-priority school improvement goals. Little if any professional development is devoted to helping teachers use technology to enhance student learning. | Some resources are allocated for professional learning. However, much of the professional learning is conducted primarily after school and is not aligned with the high-priority school improvement goals. There is limited professional development devoted to helping teachers use technology to enhance student learning. | Most resources for professional learning are allocated for the identified high-priority school improvement goals. However, providing more job-embedded learning opportunities and professional development would enhance teachers’ use of technology to support student learning. In other cases, these forms of professional development need to be more ongoing and sustained to ensure actual classroom implementation of training strategies and processes. | Resources are allocated to support job-embedded professional learning that is aligned with high-priority school improvement goals and technology supporting student learning. There is sustained commitment to ensuring that these professional development activities result in successful classroom implementation. There is also a process in place to determine the value-added of key strategies and processes, i.e., how they impact student achievement and related organizational short- and long-range goals.  |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  |
| RECOMMENDATIONS:  |

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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** | **[ ]  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 –  |
| RECOMMENDATIONS:  |

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| **PL 2.2 Evaluating Impact of Professional Learning** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| The principal and other leaders develop and implement a plan for evaluating teachers’ reactions to professional development events. Teachers’ contributions to the evaluation are limited to providing satisfaction ratings. The evaluation identifies changes in teacher knowledge and skills as a result of participation, but it does not evaluate changes in practice or impact on student learning.  | The principal and other leaders develop and implement a plan for evaluating professional development events. Teachers contribute to the evaluation by collecting and analyzing summative student learning data. The evaluation identifies changes in teacher knowledge and skills as a result of participation and year-end student performance, but it does not evaluate change in teacher practice.  | The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (formative and summative for a one- to two-year period) evaluation of the impact of professional development on teacher practices and student learning. The evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing relevant student learning and process data.  | The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (both formative and summative over a three- to five-year period) evaluation of the impact of professional development on teacher practices and student learning. Evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing a variety (student learning, demographic, perception, and process) of relevant data. The plan specifies the evaluation question(s), data sources, data collection methodology, and data analysis processes.  |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  |
| RECOMMENDATIONS:  |

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| **PL 2.3 Interpreting and Using Research Results** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| The principal and other leaders review professional journals that summarize research instead of actual research or they do not recognize a need for reading and interpreting research when making instructional decisions regarding professional development and school improvement approaches. | The principal and other leaders review educational research. They create opportunities for a few, select teachers to study educational research. They work with them to conduct reviews of research when making instructional decisions regarding the adoption of professional development and school improvement approaches. | The principal and other leaders demonstrate modest skills in interpreting educational research (validity and reliability, matching populations, and interpreting effect-size measures). They create opportunities for teachers to learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches. | The principal and other leaders demonstrate advanced skills in determining appropriate research design, interpreting research results, and determining whether results can be generalized. They ensure that teachers and community members learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  |
| RECOMMENDATIONS:  |

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| **PL 2. 4 Long-Term, In-Depth Professional Learning** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| Teachers experience single, stand-alone professional development events that are typically large group, workshop designs. There is little if any evidence of implementation or change in practice in classrooms. No emphasis is given to enhancing teachers’ content knowledge or understanding. | Teachers attend multiple workshops on the same topic throughout the year to gain information about new programs or practices. They experiment with the new practices alone and infrequently with limited school-based support for implementation. No emphasis is given to enhancing teachers’ content knowledge or understanding. | Teachers participate in long-term (two- to three-year period), in-depth professional learning that includes a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and classroom observations). Some evidence is present of attention to enhancing teachers’ content knowledge.  | Teachers participate in long-term (two- to three-year period), in-depth professional learning that engages learning teams in a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to extensive, follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). A major focus of ongoing professional development is a commitment to maintaining and updating all teachers’ knowledge and understanding of the content they are teaching and changes occurring in their field(s). |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  |
| RECOMMENDATIONS:  |

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| **PL 2.5 Alignment of Professional Learning with Expected Outcomes** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| The principal and other leaders provide single, stand-alone professional development events that are typically large group, workshops with no expectations for implementation of new classroom practices. Generally, activities are not aligned with the school improvement plan or related priorities. | The principal and other leaders provide multiple workshops on the same topic throughout the year. They articulate the learning goal, but do not discuss expectations for implementation. Teachers receive limited school-based support for implementing the new classroom practices. Activities are only generally aligned with the school improvement plan or related priorities. | The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). The professional learning is long-term (two-to-three year period) and in-depth with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation by providing rubrics that describe the desired classroom practices and communicate how those practices connect to the school improvement goals. Generally, activities are aligned with major priorities within the school improvement plan. | The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). They ensure that teams of teachers are engaged in long-term (two-to-three year period), in-depth professional learning with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation with collaboratively developed rubrics describing desired classroom practices and communicate how those practices connect to the school improvement goals.  |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  |
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| **PL 2.6 Building Capacity to Use Research Results** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| Professional development is planned with no regard for research about adult learning needs and individual and organizational change processes. The sessions provided include strategies that do not mirror the instructional strategies teachers are expected to use with students (e.g., lecturing on inquiry method, covering material instead of helping participants to use and internalize it), and sessions are the same for all teachers regardless of their career stage. | Professional development is planned using research about adult learning needs and how individuals experience the change process. The professional development sessions demonstrate classroom practices through videotapes and simulations. The experiences focus on procedural learning -“how to do it”- rather than on developing deep understanding of concepts and problem solving strategies. Some professional development is specialized for new and mentor teachers. | Professional development is planned using research about adult learning needs and individual and organizational change processes. The professional development sessions include modeling and demonstrations of expected classroom practices. The experiences impact teachers’ depth of understanding enabling them to use the new strategies routinely. Some professional development is specialized to reflect career stages of new teachers, mentor teachers, and teacher leaders. | Professional development builds the capacity of the staff to use research about adult learning needs and individual and organizational change processes as they implement new strategies. Professional development sessions consistently employ the same instructional strategies that are expected to be used in their classrooms. The experiences impact teachers’ depth of understanding enabling them to solve problems and adapt new strategies to classroom circumstances. Professional development is differentiated to reflect career stage needs and interests (e.g., mentoring, leading learning teams, coaching, utilizing technology, and curriculum development). |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  |
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| **PL 2.7 Knowledge about Effective Group Processes** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| Teachers and administrators lack knowledge about effective group processes and/or work alone, disregarding collective responsibility for student learning.  | Teachers and administrators have knowledge of stages of group development and effective interaction skills, but lack skill in group process strategies needed for productive collaborative work. As a result, colleagues work in temporary groups often encountering unresolved conflict or frustration. Technology (e.g., email, chat rooms, and websites) is used to support collegial interactions. | Teachers and administrators have knowledge and skills regarding group processes (e.g., group decision making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively. Technology (e.g., subject area networks, lesson sharing, seminars) is used to support collegial interactions. | Teachers and administrators have knowledge and skills to monitor and improve group processes (e.g., group decision-making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively in established, ongoing learning teams. Technology (e.g., online discussions, web casts, and seminars, educational blogs, listservs, downloadable resources) is used to support collegial interactions and to ensure effective and sustained implementation. |
| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  |
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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** | **[ ]  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 –  |
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| **PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies** |
| **[ ]  Not Addressed** | **[ ]  Emergent** | **[ ]  Operational** | **[ ]  Fully Operational** |
| Teachers demonstrate superficial knowledge of subject matter and mostly rely on textbooks. They primarily use lecture, seatwork, and discussion as instructional strategies and paper-and-pencil tests for assessment. | Teachers demonstrate breadth of subject matter, but the content they teach is often not aligned with required learning goals (e.g., GPS, district standards). They may use some engaging instructional strategies and a variety of assessment strategies in some contexts; however, most of their instruction is presented in traditional whole-group, teacher-centered fashion.  | Teachers exhibit a deep understanding of subject matter, use a variety of appropriate instructional strategies, and use various assessment strategies to monitor student progress toward meeting rigorous and required standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives. | Teachers exhibit a deep understanding of subject matter; differentiate instruction based on needs, interests, and backgrounds; use a variety of appropriate instructional strategies; and use various assessment strategies (e.g., constructed-response test items, reflective assessments, academic prompts, culminating performance tasks and projects, interviews, rubrics, peer response groups) to monitor student progress toward meeting rigorous standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives. |

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

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

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| EVIDENCE: In the space below, provide detail evidence supporting your rating above –  |
| RECOMMENDATIONS:  |