

GAPSS Review- Melinda Butler – April 2014

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 | x <input 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: The teachers at Timber Ridge are all on a professional team that supports our school and those professional teams meet at least once a month to discuss the current project they are on. Those same teachers are also on specific grade level teams. Grade level teams meet at least once a week for their planning meeting. Notes taken from those meetings are sent to administration so that administration knows what we are discussing and can also answer any questions we may have from our meeting. In the weekly meeting we share different technology ideas that we are using. Our Professional Learning is separate from our regular team meetings. We usually do those after school on Tuesday afternoons. That is when we have coaches or speakers come in and demonstrate a program or help us by enhancing a program that we are already participating in. We always get so much out of those speakers that come to our grade level staff development. (PSC 5.2/ISTE4b)

RECOMMENDATIONS: I recommend that our school continues with the current plan of supporting the grade level language arts programs with professional development coaches that have guided us while we've implemented the new programs this year.

PL 1.2 Learning Community

| <input type="checkbox"/> Not Addressed | <input type="checkbox"/> Emergent | x <input checked="" type="checkbox"/> 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> |
| <p>EVIDENCE: We have an instructional coach who along with our administrative team who listen to our suggestions and supports our grade level efforts of integrating 21st century learning into our classrooms. They all recognize the benefits of collaborative learning along with more technology use in the classroom. They are seeing the many improvements with student learning in many classrooms already and plan to incorporate more professional learning for the teachers in the upcoming year. (PSC 6.1/ISTE 61, 6b)</p> | | | |

RECOMMENDATIONS: This move towards 21st century classrooms is the big push right now. I see our team is on board and maybe one other team. I recommend that this trend gets moving in the next year especially with the older grades. It is interesting that the younger grades are on board and ambitious but the older grades still need a long way to go.

PL 1.3 Instructional Leadership Development and Service

| <input type="checkbox"/> Not Addressed | <input type="checkbox"/> Emergent | x <input type="checkbox"/> Operational | Fully Operational |
|--|---|---|--|
| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>EVIDENCE: There are many leaders in our school that actively participate and support our administration in whatever is asked of them. They are often asked to lead a K-2 or 3-5 professional learning sessions on technology, Daily 5, writing workshop, or just share what is going well for them in their classrooms. These teachers are very enthusiastic teachers who are honored to be asked and willingly do so without complaining about the extra work it takes. I wish I could say fully operational for our wonderful school but we do have some stick in the mud type teachers who are just counting down their days till retirement. I'm thankful for the ambitious ones we have working on our team alone! I am definitely on a team of jackpot teachers, all who put the students first.</p> | | | |
| <p>RECOMMENDATIONS: I recommend that more teachers are urged to participate as I really believe this will also make them a better teacher. They will be more involved and hopefully begin to care a little more. This will affect our school culture in a positive way. Mr. Hill is hoping as well to have more teachers participating in professional development sessions that can help their own teammates.</p> | | | |

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: Mr. Hill listens to his staff in regards to the types of professional learning that we as a team feel that we need. He will break our staff down into K-2 and 3-5 groups to allow for different age appropriate professional learning personnel to come and present to our teachers. He likes to make the best use of our time and would not want us to be sitting through a professional learning session that we wouldn't get much from. He has done a fabulous job in bringing in technology coaches, literacy coaches, and more to guide his teachers to be better instructors. (PSC1.3/ISTE1c)</p> | | | |
| <p>RECOMMENDATIONS: I recommend that he continues to listen to the teachers as far as what they feel they need more help on. He is open to having it be done in smaller groups or even whole group.</p> | | | |

PL 1.5 Job-Embedded Learning and Collaboration

| <input type="checkbox"/> Not Addressed | <input type="checkbox"/> Emergent | <input type="checkbox"/> Operational | X <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: "This is one area that our teachers do an excellent job at," says Mr. Hill. He never has to worry about "the dedication that our teachers have when it comes to planning, collaborating, assessing, and the recording of data. Our administration assures the teachers that they will receive longer blocks of time once a month for unit planning, Mr. Hill calls that longer block of time "super specials" since the teachers get a double period to plan one day a month then give up one day of planning later in the week to even it out for the Specials Teachers.</p> | | | |
| <p>RECOMMENDATIONS: I hope that Mr. Hill will keep the Super Specials in place for that once a month extended period of time to lesson plan for grade level teachers. That chance to collaborate for an extended period of time really is beneficial. Our team always makes good use of that time together.</p> | | | |

PL 1.6 Resources Support Job-Embedded Professional Learning

| <input type="checkbox"/> Not Addressed | <input type="checkbox"/> Emergent | x <input type="checkbox"/> Operational | <input 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: I believe that our school is operational in this department due to us not yet having a full staff using technology the way that it is desired by our administration in our school improvement plan. Mr. Hill has goals of becoming a 21st century school within 3 years. We still have too many teachers who are not using technology in our classrooms consistently. I know we are in the works of having a Needs Assessment conducted to determine our faculty strengths and weaknesses. (PSC5.1/ISTE4a)</p> | | | |
| <p>RECOMMENDATIONS: Mr. Hill will need to provide more opportunities for our staff to attend professional development in the area of technology. He will also need to think about using a technology coach on a regular basis to assist teachers who may need additional help</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: This is something that our administration has always had us do in one form or another. We used to have a data wall where every child’s name was up on the wall in a discreet fashion. Most recently we have had to incorporate the data for our pre-tests and post tests for math and reading on our staff drive. That is a staff data sheet that we update each quarter. We disaggregate data and work to find solutions as to why some students are not performing up to standards in certain or all subjects. (PSC2.8/ISTE2h)

RECOMMENDATIONS: I recommend that we continue to post our data information into a data sheet as we have for years. This helps keep us all accountable for our students, it allows us to see strengths and areas that need more attention. (

PL 2.2 Evaluating Impact of Professional Learning

| <input type="checkbox"/> Not Addressed | <input type="checkbox"/> Emergent | x <input 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> |
| <p>EVIDENCE: Our administration team implements a comprehensive plan for both formative and summative evaluation of the impact that professional development has on their teachers practices and how it is carried over so that it's effects can be seen in assessments and student learning along with how it affects our teaching and the methods we are using. (PSC5.3/ISTE4c)</p> | | | |
| <p>RECOMMENDATIONS: My only recommendation is to keep bringing in the wonderful presenters that you have brought in this past year.</p> | | | |

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> |
| <p>EVIDENCE: Our administration validates the reasons why we are participating in certain programs. They explain to us all the time that the reason they have us participating in approaches/methods is because they have the evidence to show how the programs are valid and the % of increase in student achievement has been shown from using these same approaches.</p> | | | |
| <p>RECOMMENDATIONS: I recommend that our administration keeps using research and data to prove that these are the best programs for our school.</p> | | | |

PL 2.4 Long-Term, In-Depth Professional Learning

| <input type="checkbox"/> Not Addressed | <input type="checkbox"/> Emergent | <input type="checkbox"/> Operational | x <input type="checkbox"/> Fully Operational |
|--|--|---|---|
| <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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).</p> |
| <p>EVIDENCE: Our administration has set up learning teams that will be responsible for different assignments within the school. Mr. Hill has shared with me that we are currently getting ready to start a new three year goal that incorporates the use of technology in all of the unit plans that the grade levels use. In addition we are going to be using a technology coach from the county to help us learn more ways to incorporate technology into our lesson plans along with allowing children more choices to make when using technology. He'd really like more teachers using project based learning and has a 2-3 step plan of getting us there within three years. (PSC 5.2/ISTE4b)</p> | | | |

RECOMMENDATIONS: I love the way that our administration is so excited about us incorporating technology into our day using Web 2.0 tools in addition to other ways and on a regular basis. He knows this technology is not going away, he is totally embracing it and trying to swing other teachers to do the same.

PL 2.5 Alignment of Professional Learning with Expected Outcomes

| <input type="checkbox"/> Not Addressed | <input type="checkbox"/> Emergent | x <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: After speaking with Mr. Hill, I've assessed us at the operational level as far as alignment of professional learning with expected outcomes. We are doing everything this column states as the work is always aligned with our SIP goals when he is trying to help out his teachers in specific areas.</p> | | | |
| <p>RECOMMENDATIONS: Our administration always and clearly communicates the expectations they have for us teachers. I am hoping they will keep up the good works.</p> | | | |

PL 2.6 Building Capacity to Use Research Results

| <input type="checkbox"/> Not Addressed | <input type="checkbox"/> Emergent | <input type="checkbox"/> Operational | x <input checked="" 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> |
| <p>EVIDENCE: I see our school as fully functional in this category. Mr. Hill does a great job in offering our staff professional development that we feel that we are in need of. He asks which content area we are in most need of support to improve/support our instructional strategies that we use in the classrooms. He finds qualified instructional coaches to present to our whole staff or he differentiates the grouping of our staff depending on the need. I really see this as a plus for the staff to get the training they feel they need. Sometimes he has more than one person presenting and we get to choose which session we think is best for us when it comes to technology tools or software. I love that!</p> | | | |
| <p>RECOMMENDATIONS: I say keep up the differentiated professional development. It allows teachers to get what they need whether it is differentiated for grade levels K-2 and 3-5 or whether we get to choose which technology workshop we'd like to go to, those are both good ways to help the teachers.</p> | | | |

PL 2.7 Knowledge about Effective Group Processes

| <input type="checkbox"/> Not Addressed | <input type="checkbox"/> Emergent | <input type="checkbox"/> Operational | <input 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. |

EVIDENCE: The school culture is absolutely amazing due to our fabulous administration! We really do have an amazing faculty. We all work together so beautifully! I love the kindness and hugs that can be seen as you randomly walk through our school. We say we “love” each other and continually talk about how blessed we are to be working with each other. You always see a teacher helping another out whether for bus duty or anything else, when help is needed. This is all a result of our administration monitoring our group decisions and being copied on our team meetings so that they know what the climate is with all of us.

RECOMMENDATIONS: Our administration is fabulous and I hope they don’t change a thing in this area. I couldn’t wish for a better climate to work in.

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 | x <input type="checkbox"/> Fully Operational |
|--|--|--|---|
| Classroom practices reflect little or no evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. | Classroom practices of some teachers reflect evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. | Classroom practices of most teachers reflect skill in communicating high expectations for each student and adjusting classroom activities to meet student needs. Respect for students’ cultures and life experiences is evident through the emotionally and physically safe learning environment where students of diverse backgrounds and experiences are taught the school code of conduct (customs) to help them be successful in the school context. | Classroom practices (e.g., considering interests, backgrounds, strengths, and preferences to provide meaningful, relevant lessons and assess student progress, differentiating instruction, and nurturing student capacity for self-management) of all teachers reflect an emotionally and physically safe environment where respect and appreciation for a diverse population is evident. There are high achievement expectations for all students and teachers. The principal and other leaders provide professional learning for teachers lacking understanding of the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. |

EVIDENCE: Mr. Hill says that as he does his walk-throughs, he “consistently sees his teachers with high expectations for all students along with providing differentiation on a regular basis.” I believe this is something that is happening as I see our teams planning together, to provide rich and relevant lessons that are standards based. Teachers who need additional help in any areas are provided extra help from our instructional coach, Amy Lee. She is wonderful to work with and is very giving of her time.

RECOMMENDATIONS: I recommend that Mr. Hill continue to praise teachers that he sees providing a solid education for their students. It is always nice to be recognized and Mr. Hill is good at that. We are so lucky as not so many principals take the time for that as he does.

PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies

| <input type="checkbox"/> Not Addressed | <input type="checkbox"/> Emergent | <input type="checkbox"/> Operational | x <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: We are so fortunate at Timber Ridge to have administration that allows us to have Super Specials once a month which allows the grade level teams to plan unit plans with a variety of instructional strategies, assessments that are aligned with our content objectives. Our administration has seen the benefit of the unit planning and the collaboration of each grade level team once a month. He can tell when he does his walk-throughs that there is differentiation of instruction and the critical thinking going on in the lessons. (PSC2.4/ISTE 2d)

RECOMMENDATIONS: I encourage our administration to continue to give to the teachers the extra time once a month for collaboration on the next unit of study.

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: Wow, I cant' imagine a school that has better home, school, and community relationships built up. Our school is supported by our community throughout the year. We are in partnerships with Chick fil-A, Uncle Maddios, and Cobb EMC. Many other businesses support us in other ways as well. Our school has a Foundation that has collected donations to provide our school with an iPad cart, with laptop carts, and with smartboards in all of our classrooms. Our Foundation also provides grants to many teachers on a yearly basis. Our wonderful Foundation provides many family events throughout the year from a beginning of the year welcoming event to a kick off for fundraising during Halloween called the Monster Mash and families come dressed up in costumes. Our Foundation even supports our technology room support person, allowing the teachers to have support when they bring their students into the computer lab.

Each teacher has a blog that they keep updated so that parents know what is going on in each classroom. Our administration does "call outs" to families to keep them updated as well. We also have an e-flash newsletter that goes out weekly. Our amazing PTA goes above and beyond to help our school, students, and teachers make Timber Ridge the best it can be.

RECOMMENDATIONS: I recommend that our administration keep all of the community events in place as they are now. I hope he doesn't cut ties with any of the fun activities we do with the community, PTA, and our Foundation.