

GAPSS Review Template

PROFESSIONAL LEARNING - *Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.*

Professional Learning Standard 1: The context of professional learning--the who, when, why and where—contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.

PL 1.1 Learning Teams

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Fully Operational
Teachers do not participate in learning teams or meet regularly to plan for instruction.	Some teachers in some grade levels or subject areas meet to plan for instruction, but meetings do not occur regularly and the work is not aligned with school improvement goals.	Most teachers meet regularly in learning teams to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). This collaborative work would be enhanced by clear alignment of group expectations with the school improvement goals.	All teachers participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). The collaborative work is aligned with the school improvement goals.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – All teachers meet biweekly to engage in collaborative planning with department members who teach the same subject and grade level. During these meetings, teachers create lesson plans, formulate common assessments, examine student work and analyze data to make informed decisions about future lesson plans. Additionally, all academic departments meet once each month for department wide planning and professional learning (WHS SIP, 2014).

RECOMMENDATIONS: The school should continue scheduling common planning time during the school day to facilitate collaborative planning and professional learning communities. The Standards for Professional Learning (2011) describe “within learning communities, members exchange feedback about their practice with one another, visit each other’s classrooms or work setting, and share resources” (p. 25.) Learning communities at WHS should also engage in observations of each other’s classrooms to gain ideas and resources.

PL 1.2 Learning Community

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	X Operational	<input type="checkbox"/> Fully Operational
<p>There is little or no evidence that the principal, administrative team or related human resources (e.g., leadership team, coaches, central office) supports or reinforces the creation and maintenance of a learning community.</p>	<p>There is some evidence that the principal, administrative team, or related human resources (e.g., leadership team, coaches, central office) support or reinforce the creation and maintenance of a learning community, but additional support in this area is needed. Although administrators have created structures for meetings to occur, they have failed to provide teachers with professional development related to the collaboration process.</p>	<p>The principal, administrative team, and other human resources periodically support the creation and maintenance of an effective learning community to support teacher and student learning. In key aspects of the school, these individuals work collaboratively to reinforce collaborative forms of professional development and learning for staff members. Although this process is operational, it would improve if greater emphasis were given to monitoring its impact on school improvement goals and student achievement.</p>	<p>The principal, administrative team and other human resources consistently support the creation and maintenance of an effective learning community to support teacher and student learning. These individuals work collaboratively to reinforce teachers' skillful collaboration (e.g., facilitation skills, conflict resolution, and group decision-making). They also help to create structures to support collegial learning and implement incentive systems to ensure collaborative work. They monitor the impact of these collaborative processes on school improvement goals and on student learning, and participate with other individuals and groups in the operations of the learning community.</p>
<p>EVIDENCE: In the space below, provide detail evidence supporting your rating above – The administrative team periodically attends collaborative planning meetings to observe and make suggestions for improvement. They do engage in conflict resolution between team members if necessary. Lesson plans and common assessments must be submitted to department chairs for review when necessary (WHS SIP, 2014).</p>			

RECOMMENDATIONS: More attention should be directed toward monitoring the progress of collaborative learning teams and establishing formal accountability. When leaders establish formal accountability and provide teachers with the support they need, the school is able to achieve results (Standards for Professional Learning, 2011). Administrators should attend collaborative planning meetings more often; it should be an expectation that data be analyzed during each meeting and that planning teams record their progress in reaching for school improvement goals. Minutes for each collaborative planning meeting should be archived to a shared computer folder to increase accountability, as should common lesson plans and common assessments.

PL 1.3 Instructional Leadership Development and Service

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	X Operational	<input type="checkbox"/> Fully Operational
There are few if any opportunities for teachers to participate in instructional leadership development experiences, serve in instructional leadership roles, or participate in supporting school-based professional learning.	There are opportunities for teachers to participate in preparing for and serving in instructional leadership roles and contributing to the school-based professional learning plans. However, the opportunities are limited to a small number of teachers.	There are many opportunities for teachers to serve in instructional leadership roles and develop as instructional leaders. They are highly engaged in planning, supporting, and communicating professional learning in the school. This would be enhanced if there were more opportunities for instructional leadership roles among various personnel.	A variety of teachers take advantage of opportunities to participate in instructional leadership development experiences and serve in instructional leadership roles (e.g., instructional coach, mentor, facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning.
<p>EVIDENCE: In the space below, provide detail evidence supporting your rating above – Teachers serve in numerous leadership roles including grade level chairs, department chairs, and focus team chairs. Additionally, those teachers with leadership degrees are often given added responsibilities in creating the school improvement plan, completing curriculum mapping, and handling school wide discipline. Those teachers who have been assigned professional development plans are paired with volunteer mentor teachers, as are first year teachers. These mentoring relationships continue throughout the entire year and must document regular meetings (B. Cook, personal communication, 2014).</p>			
<p>RECOMMENDATIONS: The school should both continue and expand its mentoring program for struggling and first-year teachers. The school should also consider the feasibility of moving a teacher or several teachers into the role of instructional coach. Even though this position was eliminated several years ago due to budget cuts, 1-2 teachers could become half-day teachers and spend the other half of the day as instructional or technology coaches. Knight (2007) notes that instructional coaches or instructional collaborators can lead to school improvements by “providing support and empowering teachers to see areas they can improve” (p. 26). When instruction improves, so too can student learning improve. Moreover, creating the position of instructional coach would eliminate the burden of planning and conducting professional learning from administrators and teachers.</p>			

PL 1.4 School Culture for Team Learning and Continuous Improvement

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

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Though school staff engages in collaborative planning and regular professional learning, the focus of the professional learning is not always explicitly tied to school improvement. Sometimes teachers feel like professional learning is simply another task to check off in their already extensive lists of duties to complete in a day (H. McCormick, personal communication, 2014). Moreover, there is little variety and instead much routine and monotony in the school’s professional learning plan.

RECOMMENDATIONS: Hiring a full-time instructional coach would allow staff members to more fully engage in intentional and effective professional learning. Currently, teachers assume the responsibility for conducting professional learning, which makes their already full schedules even fuller. A dedicated instructional coach could offer a variety of learning designs for professional learning, including peer observations of teachers, peer coaching, modeling of effective strategies, and intentional data analysis. Currently professional learning lacks follow-up simply because of lack of time, but an instructional coach could ensure follow-up occurs (Knight, 2007).

PL 1.5 Job-Embedded Learning and Collaboration

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	X Operational	<input type="checkbox"/> Fully Operational
Teachers spend little or no time during the work-week learning and collaborating with colleagues to improve their use of curriculum, assessment, instruction, and technology.	Some teachers spend a small amount of time during the work-week collaborating with colleagues. However, this time is often focused on non-curricular topics and typically occurs after school.	Most teachers spend time during a workday each week collaborating with colleagues about curriculum, assessment, instruction and technology use in the classroom. This professional learning would be enhanced by allocating more time each week for job-embedded learning (e.g., lesson study, peer-observations, modeling, instructional coaching, teacher meetings).	Teachers spend a significant part of their work-week in job-embedded learning and collaboration with colleagues addressing curriculum, assessment, instruction, and technology. They receive sufficient support resources (e.g., materials, time, training) and assist with securing additional resources necessary (e.g., funding, time, technology) to sustain their learning. (NSDC Standards recommend that formal and informal job-embedded learning take place during at least 25% of educators' professional time. Such time can be devoted to lesson study, peer observations and coaching, modeling, conferencing, teacher meetings, mentoring.)

EVIDENCE: In the space below, provide detail evidence supporting your rating above – All teachers engage in collaborative planning bi-weekly with teachers who teach the same grade level and subject area (WHS SIP, 2014). Additionally, teachers engage in department wide professional learning each month.

RECOMMENDATIONS: Though common collaborative planning is a great start to job-embedded professional learning, much improvement could occur if more time were allocated for other forms of job-embedded learning, such as peer-observations, modeling, and instructional coaching. Instructional coaching has a specific modeling element in which teachers observe other professionals performing best practices so that they can see effective instruction in action, rather than simply in theory (ISTE, 2011). Additional planning time, facilitated perhaps by a block schedule or a modified block schedule once each week, would allow teachers more opportunities during the school day to observe teachers both in and outside their department, as well as model effective instructional strategies for their colleagues.

PL 1.6 Resources Support Job-Embedded Professional Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	X 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: In the space below, provide detail evidence supporting your rating above – Currently, resources are allocated to allow for collaborative common planning as well as regular professional learning conducted by teachers in-house (WHS SIP, 2014). Yet, because teachers themselves facilitate professional learning, it is difficult to provide follow-up and actual classroom implementation of new strategies demonstrated during professional learning.</p>			
<p>RECOMMENDATIONS: Allocating resources to hire a part-time or full-time instructional coach would be money well-spent in terms of ensuring professional development is sustained and leads to actual classroom implementation. An instructional coach can engage in one-to-one professional learning with staff members at times not specifically designated for “professional learning,” and can provide the follow-up and support needed to ensure implementation actually occurs (Knight, 2007). An instructional coach would be held accountable for ensuring the professional learning aligns with school improvement goals, rather than placing this burden on teachers. If money cannot be allocated to hire an instructional coach, time is a valuable resource that would help to increase job-embedded professional learning (Standards for Professional Learning, 2011). Currently, teachers have a 50-minute planning period each day, though at least once a week this planning period is consumed with collaborative planning meetings, department meetings, focus team meetings, or professional learning. Redesigning the master schedule to provide teachers with more time for job-embedded professional learning would be ideal.</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	X Operational	<input type="checkbox"/> Fully Operational
<p>Teachers and/or administrators use personal experiences or opinions to determine student and adult learning needs and goals. Data is not collected and analyzed in monitoring school and classroom improvement strategies,</p>	<p>Teachers and/or administrators work in isolation or with limited representation to review student summative data and determine student and adult learning needs and goals. Student and teacher data is collected and analyzed at the end of the year to monitor the accomplishment of classroom and school goals.</p>	<p>Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They collect and analyze relevant student and teacher data at the beginning and end of the year to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.</p>	<p>Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They continuously (minimum of 4 times a year) collect and analyze relevant student and teacher data (e.g. action research, analyzing student work, classroom observations, Awareness Walks, and surveys) to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Collaborative planning teams meet bi-weekly for the purpose of planning lessons, creating common assessments, examining student work, and analyzing student data (WHS SIP, 2014). Teachers look not only at standardized testing data but also at student performance on common assessments and benchmark tests. Focus teams regularly collect teacher data through perception surveys and needs assessments; the results of these surveys are used to determine the topics of professional learning throughout the school year (WHS SIP, 2014).

RECOMMENDATIONS: Administrators and teachers should work collaboratively to analyze student data. Although each is currently analyzing student data, the process is not occurring collaboratively. When both parties analyze data concurrently, the responsibility for student results becomes collective (Standards for Professional Learning, 2011).

PL 2.2 Evaluating Impact of Professional Learning

X Not Addressed	<input type="checkbox"/> Emergent	<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>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Currently, there is no mention in the school improvement plan of evaluation of professional development (WHS SIP, 2014). Evaluation is limited to anecdotal responses from teachers and general satisfaction ratings. There is no ongoing assessment to ensure implementation or to evaluate the impact of professional learning on student achievement.

RECOMMENDATIONS: School leadership should design a comprehensive system for evaluating the impact of professional learning. School leaders and teachers should engage in evaluation of professional learning to ensure that resources are being spent wisely on programs and initiatives that support student achievement. Professional learning evaluation can provide information vital to increasing “quality and effectiveness” (Standards for Professional Learning, 2011, p. 38). Outside training may be needed to teach staff members how to align professional learning to school improvement goals and how to evaluate the impact of professional learning.

PL 2.3 Interpreting and Using Research Results

X Not Addressed	<input type="checkbox"/> Emergent	<input 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: In the space below, provide detail evidence supporting your rating above – There is currently no provision in the school improvement plan for using educational research to inform school decision-making (WHS SIP, 2014). The principal relies on well-known research-based best practices from experience or anecdotal evidence to inform school wide instructional decisions.</p>			
<p>RECOMMENDATIONS: The Standards for Professional Learning (2011) note that school leaders should develop the capacity for learning and leading and advocate for professional learning by demonstrating their own personal commitments to life-long learning. School leaders may start by sharing pertinent educational research via email with teachers on a monthly basis. The school may also create an educational research committee that meets once each month to discuss updates in educational research that may be relevant to share with the entire staff. The principal may also encourage action research to occur at the school level by providing teachers with incentives to conduct and share school-level research.</p>			

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

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

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Teachers at Woodland High School are currently engaged in long-term technology related professional learning (WHS SIP, 2014). In accordance with district initiatives, professional learning has focused on technology resources available to students and teachers, personalized learning models, and best practices for using technology in the classroom (B. Cook, personal communication, 2014).

RECOMMENDATIONS: The follow-up support for long-term professional development needs to be more specific and intentional. Many teachers have not implemented professional learning conducted in the previous years because of the lack of support or the lack of time needed to evaluate how such changes fit with their own curricula and teaching strategies. Evaluating professional learning is an important standard for school improvement (Standards for Professional Learning, 2011). Leadership may begin by including implementation of professional learning initiatives as a part of the teacher’s summative evaluation. Additionally, teacher leaders should be identified and provided the additional time necessary to deliver the follow-up and support needed to ensure the effectiveness of long-term professional learning.

PL 2.5 Alignment of Professional Learning with Expected Outcomes

<input type="checkbox"/> Not Addressed	X Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>The principal and other leaders provide single, stand-alone professional development events that are typically large group, workshops with no expectations for implementation of new classroom practices. Generally, activities are not aligned with the school improvement plan or related priorities.</p>	<p>The principal and other leaders provide multiple workshops on the same topic throughout the year. They articulate the learning goal, but do not discuss expectations for implementation. Teachers receive limited school-based support for implementing the new classroom practices. Activities are only generally aligned with the school improvement plan or related priorities.</p>	<p>The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). The professional learning is long-term (two-to-three year period) and in-depth with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation by providing rubrics that describe the desired classroom practices and communicate how those practices connect to the school improvement goals. Generally, activities are aligned with major priorities within the school improvement plan.</p>	<p>The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). They ensure that teams of teachers are engaged in long-term (two-to-three year period), in-depth professional learning with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation with collaboratively developed rubrics describing desired classroom practices and communicate how those practices connect to the school improvement goals.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Long-term professional development is provided and aligns with school improvement goals (WHS SIP, 2014). While professional learning does address how implementation can influence student learning, there are generally no mandates or support for implementation.

RECOMMENDATIONS: Expectations for implementation of professional development should be clearly communicated by school leadership. The Standards for Professional Learning recognize that “learning for educators that focuses on student learning outcomes has a positive effect on changing educator practice and increasing student achievement” (p. 49-50). Implementation of professional development should become a component of teacher performance standards so that teachers are held accountable for implementing the professional learning supported by the school. Still, school leaders must have an understanding of change theory and realize that implementation is not always instantaneous. After all, as Knight (2007) describes, “change is difficult because change requires us to change our habits and create new routines” (p. 5). Still, teachers should be held accountable in yearly professional development plans or goal setting for describing how they are striving to implement school-supported professional learning.

PL 2.6 Building Capacity to Use Research Results

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>Professional development is planned with no regard for research about adult learning needs and individual and organizational change processes. The sessions provided include strategies that do not mirror the instructional strategies teachers are expected to use with students (e.g., lecturing on inquiry method, covering material instead of helping participants to use and internalize it), and sessions are the same for all teachers regardless of their career stage.</p>	<p>Professional development is planned using research about adult learning needs and how individuals experience the change process. The professional development sessions demonstrate classroom practices through videotapes and simulations. The experiences focus on procedural learning - "how to do it" - rather than on developing deep understanding of concepts and problem solving strategies. Some professional development is specialized for new and mentor teachers.</p>	<p>Professional development is planned using research about adult learning needs and individual and organizational change processes. The professional development sessions include modeling and demonstrations of expected classroom practices. The experiences impact teachers' depth of understanding enabling them to use the new strategies routinely. Some professional development is specialized to reflect career stages of new teachers, mentor teachers, and teacher leaders.</p>	<p>Professional development builds the capacity of the staff to use research about adult learning needs and individual and organizational change processes as they implement new strategies. Professional development sessions consistently employ the same instructional strategies that are expected to be used in their classrooms. The experiences impact teachers' depth of understanding enabling them to solve problems and adapt new strategies to classroom circumstances. Professional development is differentiated to reflect career stage needs and interests (e.g., mentoring, leading learning teams, coaching, utilizing technology, and curriculum development).</p>
<p>EVIDENCE: In the space below, provide detail evidence supporting your rating above – Professional development is often the result of needs assessment surveys administered to staff at the school, along with district aligned goals and initiatives (WHS SIP, 2014). An expert teacher at the school, who uses techniques such as modeling and demonstration to describe and delineate best practices in the classroom, usually conducts professional development. The technology focus team has implemented differentiated or tiered professional learning to accommodate the needs of beginning, intermediate, and proficient technology users (H. McCormick, personal communication, 2014).</p>			

RECOMMENDATIONS: Other focus teams should follow the lead of the technology focus team to provide professional learning opportunities differentiated to reflect teacher interests and career stages. Multiple options for professional learning gives the teacher-learner a voice in the professional learning experience, which in turn promotes a partnership mindset (Knight, 2007). A partnership mindset recognizes the expertise of both sets of teachers involved and thus leads to better outcomes.

PL 2.7 Knowledge about Effective Group Processes

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" 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: In the space below, provide detail evidence supporting your rating above – The climate of Woodland High School is characterized by trust and collective responsibility for student achievement. All departments celebrate when learning gains are made in specific areas. The staff communicates via listervs. Administrator satisfaction ratings are high (WHS SIP, 2014).

RECOMMENDATIONS: The school should continue using technology to foster a sense of community within the school. The technology focus team may spearhead the sharing of educational blogs, creating webcasts of best practices occurring in teachers' classrooms, or creating online discussions that allow teachers to collaborate with colleagues in other academic departments.

Professional Learning Standard 3: The content—the what—of professional learning reinforces educators’ understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.

PL 3.1 Classroom Practices Reflect an Emotionally and Physically Safe Learning Environment

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Fully Operational
<p>Classroom practices reflect little or no evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>	<p>Classroom practices of some teachers reflect evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>	<p>Classroom practices of most teachers reflect skill in communicating high expectations for each student and adjusting classroom activities to meet student needs. Respect for students’ cultures and life experiences is evident through the emotionally and physically safe learning environment where students of diverse backgrounds and experiences are taught the school code of conduct (customs) to help them be successful in the school context.</p>	<p>Classroom practices (e.g., considering interests, backgrounds, strengths, and preferences to provide meaningful, relevant lessons and assess student progress, differentiating instruction, and nurturing student capacity for self-management) of all teachers reflect an emotionally and physically safe environment where respect and appreciation for a diverse population is evident. There are high achievement expectations for all students and teachers. The principal and other leaders provide professional learning for teachers lacking understanding of the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Woodland High School embraces the academic, racial, and ethnic diversity of its student body. Various cultures of the student body are routinely celebrated through school wide programming. Differentiation for academic differences in students occurs regularly in each teacher’s classroom and is planned for in collaborative planning meetings (WHS SIP, 2014).

RECOMMENDATIONS: WHS should continue its efforts to create an emotionally and physically safe environment for students. WHS may consider exploring the county's personalized learning model to determine if this initiative may help further the school's commitment to differentiating curriculum and processes to meet the needs of individual students.

PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies

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

EVIDENCE: In the space below, provide detail evidence supporting your rating above – The staff at WHS is committed to student excellence through appropriate implementation of research –based strategies. Instruction is standards-aligned and interdisciplinary (WHS SIP, 2014). Students are given numerous types of assessments in accordance with student strengths and preferred learning styles. Collaborative learning teams meet during the school day bi-weekly to plan lessons, create common assessment, examine student work, analyze student data, and make necessary changes to student learning plans (WHS SIP, 2014). Teachers are willing to provide tutoring before and after school in order to meet student needs.

RECOMMENDATIONS: WHS should continue to promote effective classroom instruction. Teachers should seek out new educational research and best-practices to support learning goals (Standard for Professional Learning, 2011), as well as consider the county's technology-enhanced personalized learning initiative to determine if this plan may further meet the needs of its diverse student body.

PL 3.3 Sustained Development of Deep Understanding of Content and Strategies

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

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Collaborative planning time and scheduled time during the work day for department meetings, focus team meetings, and professional learning are part of a work schedule that supports professional learning (WHS SIP, 2014). Much attention recently has been placed upon content-specific professional learning that is designed for a specific academic department, rather than a school wide training (McCormick, personal communication, 2014). Smaller groups of learners create professional learning communities that engage in relevant professional learning related to content knowledge and research-based strategies specific to each academic discipline.

RECOMMENDATIONS: Administrators should review all professional learning to ensure that it is purposeful and aligned with school improvement goals. Likewise, teacher implementation and application of professional learning should be monitored through regular classroom observations and year-end summative evaluations. Constructive feedback and sustained implementation will ensure that professional development is not a passing whim but instead leads to actual improvements in student achievement (Standards for Professional Learning, 2011).

PL 3.4 Partnerships to Support Student Learning

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

EVIDENCE: In the space below, provide detail evidence supporting your rating above – A school advisory council is active in the decision making process at WHS (WHS SIP, 2014). Teachers regularly communicate with parents, and the school uses phone blasts and email listservs to communicate essential information to families. Open house nights occur frequently and provide parents with the opportunity to speak individually with their child’s teachers to better understand their child’s needs and academic progress (WHS SIP, 2014). Parents are welcome to observe any of their child’s classes at any time; no prior approval is necessary (B. Cook, personal communication, 2014). A work-based learning program enables high school seniors and juniors to obtain class credit and work experience in the local community.

RECOMMENDATIONS: WHS should continue its effort to increase family involvement through curriculum nights and open-door policies. A parent survey may be used to gauge parent satisfaction and interest in further involvement in school activities. Collective responsibility for student achievement should not only be shared between school leaders and teachers, but also between students, parents, local business leaders, and other stakeholders (Standards for Professional Learning, 2011).

References

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