

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 checked="" type="checkbox"/> Operational	<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, and monitor student progress). The collaborative work is aligned with the school improvement goals.

EVIDENCE:

Fully *Operational* for Language Arts, Reading and Mathematics, *Operational* for Science, and nearly *Operational* for Social Studies and Physical Education (Art and Music departments were newly added this semester and collaborative efforts are currently not-defined)

Staff (content teams) meet regularly in whole and as small groups. There is a large body of evidence, agendas, and minutes of these faculty meetings, and evidence shows an increase in collaborative learning. Content area communities are meeting weekly, and administration members also meet weekly. The leadership team meet regularly, however it is also evident that the leadership culture is not equal for all members, nor is the administrative support for leadership members homogenous – this imbalance in support is likely due to state requirements (Title-I). Data mostly reflect an increase in pedagogy learning and collaborative lesson planning in Language Arts, Reading and Math workshops. Data outside of these targeted subjects areas vary in degree. Reflection of meeting agendas and scheduled collaborations for discussions on and designing of student learning interventions, related school improvements plans (SIP), and pedagogy learning practices is evident in all content elective departments, but to lesser degrees in elective departments.

RECOMMENDATIONS:

While the *Language Acquisition Model* is both unique and effective, more alignment and collaborative support in our building for the subject electives is warranted, as well as more description of the electives' support role, along with more administrative support for departments/chairs of subject electives. Such as the collaborative frame defined by research on Sheltered Instruction Observation Protocol (SIOP) , World-Class Instructional Design and Assessment (WIDA) and other English learning methods (Echevarria, Vogt & Short, 2000). Both of these components are prescribed to by our staff for our building's English language acquisition model.

PL 1.2 Learning Community			
<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
There is little or no evidence that the principal, administrative team or related human resources (e.g., leadership team, coaches, central office) supports or reinforces the creation and maintenance of a learning community.	There is some evidence that the principal, administrative team, or related human resources (e.g., leadership team, coaches, central office) support or reinforce the creation and maintenance of a learning community, but additional support in this area is needed. Although administrators have created structures for meetings to occur, they have failed to provide teachers with professional development related to the collaboration process.	The principal, administrative team, and other human resources periodically support the creation and maintenance of an effective learning community to support teacher and student learning. In key aspects of the school, these individuals work collaboratively to reinforce collaborative forms of professional development and learning for staff members. Although this process is operational, it would improve if greater emphasis were given to monitoring its impact on school improvement goals and student achievement.	The principal, administrative team and other human resources consistently support the creation and maintenance of an effective learning community to support teacher and student learning. These individuals work collaboratively to reinforce teachers' skillful collaboration (e.g., facilitation skills, conflict resolution, and group decision-making). They also help to create structures to support collegial learning and implement incentive systems to ensure collaborative work. They monitor the impact of these collaborative processes on school improvement goals and on student learning, and participate with other individuals and groups in the operations of the learning community.

EVIDENCE:

In the last year, the targeted departments have increased whole and small group development/learning meetings. The agenda and minutes of these meetings have reflected more data investigation and show an increase in student learning interventions. These targeted departments have developed more as a data team and increased their investigations of student performance data, such as *Star Reading*, *Star Math*. Lexile reading levels, pre and post assessments, and CRTTC strain scores – All of which help to better align learning interventions - in order to advance language acquisition.

Administrators frequently participate and attend professional development and collaborative community meetings and workshops for Language Arts, Reading and Math (the targeted subjects - Title I) and thus validate collaborative efforts of these department meetings. Perhaps a lack of such participation/attendance lessens validity of meetings too. Science department meetings are regularly scheduled – agendas, planning, and minutes are posted prior to and after each weekly meeting. Attendance by an administrator has not been recorded, and thus the value of collaboration is questionable. .

RECOMMENDATIONS:

Training for the use of triangular available data for implementing evaluation techniques should be made part of all elective teams' learning collaborative efforts, along with training for implementation of common cross content practices for language acquisition - for all content departments. Performance trackers warrant benchmarks and projection goals (such as Lexile reading levels and performance gains- and such as 10% increase for class level student learning/performance goals) for all departments to align to SIP goals.

PL 1.3 Instructional Leadership Development and Service

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> 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, and facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning.</p>

EVIDENCE:

Operational - The collaborative instructional planning is less supported *outside* of Reading, Language Arts and Math. For Social Studies, Physical Education, and Science leadership roles are not well mentored by administration - compared to targeted content departments. This reduction in support (may be due to Title-I school policies and funding and the school's language acquisition mission) prompts an imbalance in the participation of pedagogy professional learning participation. School policies prompted by The No Child Left Behind Act (NCLB) and its emphasis of reading, language arts, and mathematics (RLA&M) is a cause for concern for content areas (such as science).

RECOMMENDATIONS:

Increase the re-delivery of professional learning to all content instructional teams/staff.

PL 1.4 School Culture for Team Learning and Continuous Improvement

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> 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>
<p>EVIDENCE:</p> <p>The professional learning communities that stem from the elective departments are lagging behind (full operational efforts of targeted departments) in efforts to provide instructional leadership, team learning and performance interventions. This difference in support and resources will be more evident with the ongoing increase of the student population. Nearly double in size in the last quarter, the student body requires the administration to focus more on student conflict and efforts to resolve radical differences in the academic culture of the student population. Not including elective department teachers in more high quality collaborative learning and making elective departments a priority for future plans may also be due to Title-I funding.</p>			
<p>RECOMMENDATIONS:</p> <p>Increase administrative support of content departments' effort for pedagogy learning and ongoing team practices to better align to SIP and the Sheltered Instruction Observation Protocol (SIOP) model for our language acquisition full emersion program</p>			

PL 1.5 Job-Embedded Learning and Collaboration

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

EVIDENCE: As a result of this course work and my role as the science chair, my participation, along with the weekly cooperation of science teachers – the Science department meetings reflect an increasing level of collaborative learning and planning of instruction and investigation of student progress. This effort is minimal (largely an instructional schedule), but our efforts have enabled the science team to set performance goals and better aligned content assessments and student performance interventions to school improvement goals. Coaching is not discouraged and embedded efforts are valued at the department level elective staff.

RECOMMENDATIONS:

More administrative support and additional resources for schedule allowances that allow for PL are needed to address and monitor progress goals.

PL 1.6 Resources Support Job-Embedded Professional Learning

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

PLC goals for some departments are shorter sighted than others: meeting agendas, along with the collaborative minutes show that professional development goals are well framed for the science department, and such is also true for the targeted departments. *While some elective departments (i.e. science) are implementing shared content coaching (science department) more time for professional learning is warranted for some content departments. Coaching in the science department is targeting data collection and technology integration instruction for the purpose of advancing student performance. Implementation of investigation of student performance in content lags behind targeted departments. Technology, data collection and online assessment tools are part of a coaching effort, however the tools available for department level data investigations are not open to the elective department chairs. The investigation tools are limited to classroom level analysis and this data may not always be willingly shared fully by teachers - resulting in content areas of instruction that may be weak and not fully identifiable.*

RECOMMENDATIONS: *Provide access to data at the department level for department chairs, increase data coach's efforts to a data team inclusive of department chair persons and teacher leaders*

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 checked="" type="checkbox"/> 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: Implementation of investigation of student performance in content lags behind targeted departments. Technology, data collection and online assessment tools are largely part of targeted content areas directly linked to language acquisition goals.

RECOMMENDATIONS: Enact better alignment with content learning to language acquisition theory to better implement assessment of disaggregated data reflecting student learning

PL 2.2 Evaluating Impact of Professional Learning

<input type="checkbox"/> Not Addressed	<input checked="" type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>The principal and other leaders develop and implement a plan for evaluating teachers' reactions to professional development events. Teachers' contributions to the evaluation are limited to providing satisfaction ratings. The evaluation identifies changes in teacher knowledge and skills as a result of participation, but it does not evaluate changes in practice or impact on student learning.</p>	<p>The principal and other leaders develop and implement a plan for evaluating professional development events. Teachers contribute to the evaluation by collecting and analyzing summative student learning data. The evaluation identifies changes in teacher knowledge and skills as a result of participation and year-end student performance, but it does not evaluate change in teacher practice.</p>	<p>The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (formative and summative for a one- to two-year period) evaluation of the impact of professional development on teacher practices and student learning. The evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing relevant student learning and process data.</p>	<p>The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (both formative and summative over a three- to five-year period) evaluation of the impact of professional development on teacher practices and student learning. Evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing a variety (student learning, demographic, perception, and process) of relevant data. The plan specifies the evaluation question(s), data sources, data collection methodology, and data analysis processes.</p>
<p>EVIDENCE:</p> <p>Teacher input, professional development, and data collection is determined by a few considered for advisement. Teacher observations and evaluations are more valued for the state documentation requirements... and some weaknesses may not make a connection to student achievement data, or the need for professional development.</p>			
<p>RECOMMENDATIONS:</p> <p>Require a better defining process of identifying needed professional development, such as teacher surveys and <i>change</i> discussions</p>			

PL 2.3 Interpreting and Using Research Results

<input type="checkbox"/> Not Addressed	<input checked="" 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>

EVIDENCE:

Research does not reflect a homogenous effort of support/funding all content area instruction, and language acquisition demands may limit this from change. The Sheltered Instruction Observation Protocol (SIOP) Model is practiced by a fully ESOL endorsed staff... The SIOP model is a research-based and validated instructional model, proven effective for English acquisition.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

RECOMMENDATIONS:

Seek additional research and implementation strategies for adjoining specific content knowledge instruction to language acquisition instruction such as that indicated by research on WIDA and SIOP models.

PL 2.4 Long-Term, In-Depth Professional Learning

<input type="checkbox"/> Not Addressed	<input checked="" type="checkbox"/> Emergent	<input 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>
<p>EVIDENCE:</p> <p>Most long-term professional development is selected for a few staff members and re-delivery is limited, some professional development is due to teachers seeking advanced degrees...</p>			
<p>RECOMMENDATIONS:</p> <p>School system should provide more communication of scheduled opportunities/time for teachers enrolled in university programs, such programs are not considered part of teachers' instructional demands and should be given some occasional consideration and needed time adjustments</p>			

PL 2.5 Alignment of Professional Learning with Expected Outcomes

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

Professional development is directed by state and county level directives for English Learners. Content and technology learning opportunities are not communicated widely for larger participation of staff - yet such growth is expected with references to expectations of the Teacher Keys and Evaluation System state teacher evaluation system. While the expectations are clearly defined and rubrics offered, they were not locally or collaboratively created beyond a selected few.

RECOMMENDATIONS:

More survey of input from faculty as a whole, more lateral leadership with an enabling of teacher-leaders input – such as the support provided to Language Arts and Math collaborations

PL 2.6 Building Capacity to Use Research Results

<input type="checkbox"/> Not Addressed	<input checked="" type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>Professional development is planned with no regard for research about adult learning needs and individual and organizational change processes. The sessions provided include strategies that do not mirror the instructional strategies teachers are expected to use with students (e.g., lecturing on inquiry method, covering material instead of helping participants to use and internalize it), and sessions are the same for all teachers regardless of their career stage.</p>	<p>Professional development is planned using research about adult learning needs and how individuals experience the change process. The professional development sessions demonstrate classroom practices through videotapes and simulations. The experiences focus on procedural learning - "how to do it" - rather than on developing deep understanding of concepts and problem solving strategies. Some professional development is specialized for new and mentor teachers.</p>	<p>Professional development is planned using research about adult learning needs and individual and organizational change processes. The professional development sessions include modeling and demonstrations of expected classroom practices. The experiences impact teachers' depth of understanding enabling them to use the new strategies routinely. Some professional development is specialized to reflect career stages of new teachers, mentor teachers, and teacher leaders.</p>	<p>Professional development builds the capacity of the staff to use research about adult learning needs and individual and organizational change processes as they implement new strategies. Professional development sessions consistently employ the same instructional strategies that are expected to be used in their classrooms. The experiences impact teachers' depth of understanding enabling them to solve problems and adapt new strategies to classroom circumstances. Professional development is differentiated to reflect career stage needs and interests (e.g., mentoring, leading learning teams, coaching, utilizing technology, and curriculum development).</p>

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

Adult learning strategies are addressed without individual considerations, likewise the deficit in *change* efforts for some departments use of *integration of technology*. The PL model for our staff instruction is stagnate partly because the student population is growing so rapidly.

RECOMMENDATIONS:

Reflect and address teacher population according to needs, such as career stages of new teachers, mentor teachers, and teacher leaders and invite new methods for discussion

PL 2.7 Knowledge about Effective Group Processes

<input type="checkbox"/> Not Addressed	<input checked="" type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>Teachers and administrators lack knowledge about effective group processes and/or work alone, disregarding collective responsibility for student learning.</p>	<p>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.</p>	<p>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, and seminars) is used to support collegial interactions.</p>	<p>Teachers and administrators have knowledge and skills to monitor and improve group processes (e.g., group decision-making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively in established, ongoing learning teams. Technology (e.g., online discussions, web casts, and seminars, educational blogs, listservs, downloadable resources) is used to support collegial interactions and to ensure effective and sustained implementation.</p>

EVIDENCE:

Conflict resolutions are not addressed in a timely manner, as directives and divisions by administrators are to be followed. The leading administrator returned to a building level position from a county level role and in a short period adjusted to and empowered a school culture that is unique. The facility has a diverse faculty serving a 100% EL student population. The center is home to two language acquisition instructional programs. The Intensive English program serves 3th to 12th graders. A remediation middle-school program serves 7th and 8th graders. The middle school program is modeled for students with fewer than seven years of formal schooling (and at least 13 years of age or older). These middle school students are enrolled in intensive Language Arts and remedial studies in math, science, social studies and physical education/health. The most commonly spoken first languages of the center's student body are Chin, Karen, Nepali, Burmese, Arabic, Ewe, Swahili, French, and Spanish. With such high demand on language acquisition – improvement in protocol may be desirable but effective practices align to the building mission and understandable the first priority.

RECOMMENDATIONS:

School culture can be improved with more value and acceptance of group decision-making strategies, with an integration of *teacher-leadership*

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

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

Most of our students are refugees from Nepal and Burma and speak Nepali and Burmese. Most of our students' parents do not speak English. The significant number of students with first languages such as Karen, Bengali, Chin, Arabic and Somali (these script/character written languages that have fewer available technology translation tools) and resources to communicate with parents on critical issues is priority, such as school attendance and student behavior. Sheltered (SIOP) instruction is very hands-on student-driven and rigorous and teachers are evaluated in full accordance with the Georgia Teachers Keys Effectiveness System. Student performance is understandable documented as *low*, however the English program is effective when measured by student gains in English Language skills. All teachers are ESOL specialists and participate in annual SIOP training.

RECOMMENDATIONS:

With additional community support, community leaders' volunteerism and funding from organizations, more can be accomplished.

PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>EVIDENCE:</p> <p>The faculty is highly qualified in pedagogy and participate in department collaborative requirements. Meetings and professional learning meetings reflect full participation requirements. These collaborative requirements are best framed in targeted departments/subjects, however collaborative practices in elective departments (i.e. science) are not as well framed to implement performance initiatives.</p>			
<p>RECOMMENDATIONS:</p> <p>Additional support that mimic key department protocols for all departments would support the advancing mission evidence.</p>			

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:

Work schedules support some professional development. Teacher learning time and application of strategies and assessments is mostly monitored for language acquisition.

RECOMMENDATIONS:

Increase professional development for content knowledge instruction and its application of strategies and assessments is warranted

PL 3.4 Partnerships to Support Student Learning

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

Teachers work collaboratively and reach out to the community, programs such as Career Day, Field Day and International Day, and these community activities require group efforts by staff, parents and community leaders to make these events valued experiences, giving students cultural outlets and new social opportunities. With the ongoing increase in student population, additional staff, two councilors and an assistant principle, was acquired - making these community ties and events less of a strain on the available staff participation.

RECOMMENDATIONS:

More support of student and parent use of technology is needed

References:

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