## 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

| ☐ **Not Addressed** | ☐ **Emergent** | ☐ **Operational** | ☒ **Fully Operational** |
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| 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:  Each wing meets as a team during their 30 minute planning time to plan for instruction for the upcoming week.  Each Tuesday the entire grade level meets for one hour of professional learning.  The professional learning is based on and documented in the school improvement plan and teachers are informed in the beginning of year of the topics and areas we will be working on. The school improvement plan examined the data and aligned the school's goals with students' needs. (Thomas County needs assessment survey, 2013).

RECOMMENDATIONS: Refresh teacher memories on the students' needs and the data results at regular intervals.

## PL 1.2 Learning Community

| ☐ **Not Addressed** | ☐ **Emergent** | ☐ **Operational** | ☒ **Fully Operational** |
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| 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:  Student data is collected through many sources GKIDS, DIBELS Next, Pre-K Work Sampling, and Infinite Campus.  Additionally, data is collected through office and bus referrals.  Based on these outcomes all staff works together to determine what the upcoming year's professional development needs are.  The staff includes the principal, assistant principal, technology coach and teacher leaders groups. As the year ends staff, parents and students participate in surveys that help determine the following year's professional development needs. During the school year the team leaders review the plan monthly and make recommendations for professional planning.  (Hand in Hand School Improvement Plan, 2013).

RECOMMENDATIONS: As teacher leader groups rotate from year to year, it would be helpful for the team to clarify and answer questions from the teachers who are not participating.

## PL 1.3  Instructional Leadership Development and Service

| ☐ **Not Addressed** | ☐ **Emergent** | ☒ **Operational** | ☐ **Fully Operational** |
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| There are few if any opportunities for teachers to participate in instructional leadership development experiences, serve in instructional leadership roles, or participate in supporting school-based professional learning. | There are opportunities for teachers to participate in preparing for and serving in instructional leadership roles and contributing to the school-based professional learning plans.  However, the opportunities are limited to a small number of teachers. | There are many opportunities for teachers to serve in instructional leadership roles and develop as instructional leaders. They are highly engaged in planning, supporting, and communicating professional learning in the school. This would be enhanced if there were more opportunities for instructional leadership roles among various personnel. | A variety of teachers take advantage of opportunities to participate in instructional leadership development experiences and serve in instructional leadership roles (e.g., instructional coach, mentor, facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning. |

EVIDENCE:  Hand in Hand professional development is referred to as Better Seeking Team Meetings (BST) which consists of team leaders and the administrator. This team meets the first Monday of every month and prepares the agenda for the upcoming Tuesday, BST meetings. The school contains two grade levels, PreK and K, and each group meets at their respective nap times for one hour. A few times a year approximately four teachers are sent to the RESA center for additional professional development in math, language or technology and asked to redeliver the information at the next BST meeting.  (Mayhall, 2014).

RECOMMENDATIONS:. Although the team leaders rotate every year, their discussions are never communicated to the rest of the staff.

| PL 1.4  School Culture for Team Learning and Continuous Improvement |||| 
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| ☐ **Not Addressed** | ☐ **Emergent** | ☒ **Operational** | ☐ **Fully Operational** |
| There is little or no evidence of the principal and other leaders establishing ongoing team learning with clearly articulated expectations for professional learning. | There is some evidence the principal and other leaders support a culture involving ongoing team learning and continuous improvement. However, there is not a clearly articulated plan for professional learning for teachers and administrators. | There is general evidence the principal and other leaders support a culture involving ongoing learning and continuous improvement through a plan for professional learning for teachers and administrators. The professional learning would be enhanced by including a variety of designs (e.g., lesson study, peer observations, modeling, instructional coaching, collaborative teacher meetings, etc.) constituting high-quality professional learning experiences. | The principal and other leaders support a school culture that reflects ongoing team learning and continuous improvement. The principal and other leaders plan for high-quality professional learning, articulate intended results of school-based professional learning, and participate in professional learning to become more effective instructional leaders. |

EVIDENCE:   The staff at Hand in Hand participates in several book studies each year which require teachers to redeliver the information to the group.  Often this redelivery is accomplished with teachers working in teams or as partners focusing on the most important aspects of the book.  Additionally, staff brings student work samples to professional meetings so as to compare development of students of differing abilities and implement and maintain scoring integrity. (Hand in Hand School Improvement Plan, 2013).

RECOMMENDATIONS: Although, collaborative professional learning is taking place through the sharing of students' work, rarely do teachers observe one another as they deliver instructional material.  Teachers can become isolated in their own classrooms; therefore, I recommend more modeling of the instructional process, possibly through classroom visits or videotaping to view teachers' methods.

## PL 1.5  Job-Embedded Learning and Collaboration

| ☐ **Not Addressed** | ☐ **Emergent** | ☒ **Operational** | ☐ **Fully Operational** |
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| 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:  Hand in Hand staff is provided with sufficient resources needed to continue their professional learning.  This is a title 1 school and professional learning is funded through federal monies. There are six wings on the school and each wing compromises a team, with several teams having beginning or returning teachers.  Each team meets several times each week to plan and discuss recommendations for meeting the standards.  These meetings are extremely helpful for new teachers; however, one to one coaching is very difficult because of time constraints.  The ages of the students require two adults to be with them at all times, this makes it difficult to schedule one on one coaching or peer-observations. (Mrs. Mayhall, 2014).

RECOMMENDATIONS: Diligence in making sure that a beginning teacher is within close physical proximity to another more experienced teacher. All teachers, but especially new teachers need to observe and collaborate with other teams.

## PL 1.6  Resources Support Job-Embedded Professional Learning

| ☐ **Not Addressed** | ☐ **Emergent** | ☐ **Operational** | ☒ **Fully Operational** |
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| Resources are not allocated for job-embedded professional learning that is aligned with high-priority school improvement goals. Little if any professional development is devoted to helping teachers use technology to enhance student learning. | Some resources are allocated for professional learning. However, much of the professional learning is conducted primarily after school and is not aligned with the high-priority school improvement goals.  There is limited professional development devoted to helping teachers use technology to enhance student learning. | Most resources for professional learning are allocated for the identified high-priority school improvement goals. However, providing more job-embedded learning opportunities and professional development would enhance teachers' use of technology to support student learning. In other cases, these forms of professional development need to be more ongoing and sustained to ensure actual classroom implementation of training strategies and processes. | Resources are allocated to support job-embedded professional learning that is aligned with high-priority school improvement goals and technology supporting student learning. There is sustained commitment to ensuring that these professional development activities result in successful classroom implementation. There is also a process in place to determine the value-added of key strategies and processes, i.e., how they impact student achievement and related organizational short- and long-range goals. |

EVIDENCE:  All of the staff's professional development occurs during the school day.  Much of the learning focus is on using technology to improve student achievement. Using DIBELS data teachers are given extra instruction on using technology, i.e., iPads to improve student learning, as well as, assess them. The county has also hired a RESA consultant to help create vertical alignment of the ELA standards. Additionally, she has helped to create rubrics for the new Performance Based Writing Assessments and meets with teams individually to discuss how to score students using them.  (Mayhall, 2014).

RECOMMENDATIONS: Although, resources are allocated to support teacher in beginning to use technology to meet the standards, there simply is not enough equipment, i.e., more iPads per classroom.  More funding for equipment would improve student outcomes.

| 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. |
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## PL 2.1  Collaborative Analysis of Data

| ☐ **Not Addressed** | ☐ **Emergent** | ☐ **Operational** | ☒ **Fully Operational** |
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| Teachers and/or administrators use personal experiences or opinions to determine student and adult learning needs and goals.  Data is not collected and analyzed in monitoring school and classroom improvement strategies, | Teachers and/or administrators work in isolation or with limited representation to review student summative data and determine student and adult learning needs and goals.  Student and teacher data is collected and analyzed at the end of the year to monitor the accomplishment of classroom and school goals. | Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals.  They collect and analyze relevant student and teacher data at the beginning and end of the year to monitor and revise school and classroom improvement strategies.  Accomplishments are celebrated and results are regularly reported to family and community. | Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals.  They continuously (minimum of 4 times a year) collect and analyze relevant student and teacher data (e.g. action research, analyzing student work, classroom observations, Awareness Walks, and surveys) to monitor and revise school and classroom improvement strategies.  Accomplishments are celebrated and results are regularly reported to family and community. |

EVIDENCE:  The school improvement plan is based on surveys given to teachers, analyzing student data and classroom observations.  Principal, Mrs. Mayhall administers both formal and informal observations of teachers many times a year.  As well, the county requires all staff to participate in a Professional Learning Survey each year and the results help identify what the adult learning needs are. Additionally, these are posted to each school's website. (Hand in Hand School Improvement Plan, 2013).

RECOMMENDATIONS: The school already is using student data on student achievement to build professional learning around.  Suggest they make it easier to see the student results on the website.

## PL 2.2  Evaluating Impact of Professional Learning

| ☐ **Not Addressed** | ☐ **Emergent** | ☒ **Operational** | ☐ **Fully Operational** |
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| The principal and other leaders develop and implement a plan for evaluating teachers' reactions to professional development events. Teachers' contributions to the evaluation are limited to providing satisfaction ratings. The evaluation identifies changes in teacher knowledge and skills as a result of participation, but it does not evaluate changes in practice or impact on student learning. | The principal and other leaders develop and implement a plan for evaluating professional development events. Teachers contribute to the evaluation by collecting and analyzing summative student learning data. The evaluation identifies changes in teacher knowledge and skills as a result of participation and year-end student performance, but it does not evaluate change in teacher practice. | The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (formative and summative for a one- to two-year period) evaluation of the impact of professional development on teacher practices and student learning. The evaluation also emphasizes changes in school culture, organizational structures, policies, and processes.  Teachers contribute to the evaluation by collecting and analyzing relevant student learning and process data. | The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (both formative and summative over a three- to five-year period) evaluation of the impact of professional development on teacher practices and student learning. Evaluation also emphasizes changes in school culture, organizational structures, policies, and processes.  Teachers contribute to the evaluation by collecting and analyzing a variety (student learning, demographic, perception, and process) of relevant data. The plan specifies the evaluation question(s), data sources, data collection methodology, and data analysis processes. |

EVIDENCE:  Principal, Mrs. Mayhall uses some of the professional learning days to compare and analyze student data. This data is collected from GKIDS, DIBELS, GELDS, and RTI's. Teachers also collaborate on how they can best achieve student learning within different groups such as; boys, girls, minorities, ELL students and at-risk students.  According to The Professional Standards of learning, "learning communities share collective responsibilities for the learning of all students within the school or system."  This collective responsibility is evident at Hand in Hand.

RECOMMENDATIONS: Evaluate and publish the impact of professional development on student learning for two to three years. As well, more teachers need to participate in the analyzing the data and determining its use in instruction.  This may possibly require teacher training in the field of data analysis.

# PL 2.3  Interpreting and Using  Research Results

| ☐ **Not Addressed** | ☐ **Emergent** | ☒ **Operational** | ☐ **Fully Operational** |
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| The principal and other leaders review professional journals that summarize research instead of actual research or they do not recognize a need for reading and interpreting research when making instructional decisions regarding professional development and school improvement approaches. | The principal and other leaders review educational research. They create opportunities for a few, select teachers to study educational research. They work with them to conduct reviews of research when making instructional decisions regarding the adoption of professional development and school improvement approaches. | The principal and other leaders demonstrate modest skills in interpreting educational research (validity and reliability, matching populations, and interpreting effect-size measures).  They create opportunities for teachers to learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches. | The principal and other leaders demonstrate advanced skills in determining appropriate research design, interpreting research results, and determining whether results can be generalized.  They ensure that teachers and community members learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches. |

EVIDENCE:  Although the principal and administration are adept at interpreting research and analyzing data, this does not always ensure teachers are learning and using the data. This causes some top to bottom policies, rather than more collaborative teacher approaches. As well, perception surveys are posted on the county websites but not the DIBELS language and math scores for younger students. (Hand in Hand School Improvement Plan, 2013).

RECOMMENDATIONS: Help teachers analyze data from their own grade level and use it to improve student outcomes.

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

EVIDENCE:  Although there is a great deal of collaboration, lesson design and analyzing of student work during BST meetings, there is not a great deal of follow-up support for implementing new classroom practices. Again, teachers need to have the time to make classroom observations in order to make changes in their own practices. Technology is used in illuminate sessions and Wiki's; however, more sharing of lesson plans and resources could occur using the server's capabilities.  The county offers free technology classes after school for any teacher who desires to learn or improves their skills; however, attendance is low most likely because it is offered after school.

RECOMMENDATIONS: Propose that technology classes be held on site or during the professional day as this will increase attendance. As well, technology classes that focus on Excel could help teachers analyze data and this in turn would help them change or implement classroom practices.

## PL 2.5  Alignment of Professional Learning with Expected Outcomes

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

EVIDENCE:  During the summer school leadership team review the school data and the current school improvement plan and address areas of concern. Those concerns included; office referrals, attendance, GKIDS scores, surveys on staff, parent, and student perceptions.  This is information was included in the current School Improvement Plan and articulated under the MAJOR NEEDS category. This information was discussed in the first BST meeting of the 2013 school year and teachers were given the opportunity at ask questions and give feedback.  All professional development activities were aligned with these concerns. (Hand in Hand School Improvement Plan, 2013).

RECOMMENDATIONS: Rubrics for the most pressing needs, as the SIP is too cumbersome to show the most pressing needs in the classroom. The SIP did not show what the long-term goals of professional learning and this needs to be in teacher's hands.

# PL 2.6  Building Capacity to Use Research Results

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

EVIDENCE:  Adult needs are rarely addressed in professional learning meetings.  As new standards were introduced the focus was on the student outcomes without addressing the changes that adult needed to make. Knight helps us understand the stages of change in adults, yet these are never discussed in Professional learning which could be beneficial in helping adults understand what is required of them to adopt new ideas. (Knight, 2007).

RECOMMENDATIONS: Some of the communications and adopter material from Jim Knights book or distribute copies of the Standard of Professional Learning.  These materials will help teachers understand what is expected of them, as well as, understand the needs of adult learning they will be participating in.

# PL 2.7 Knowledge about Effective Group Processes

| ☐ **Not Addressed** | ☐ **Emergent** | ☒ **Operational** | ☐ **Fully Operational** |
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| 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:  This is another area in which Jim Knight's material would be helpful in interpersonal relationships.  Budget constraints require a large part of professional development to be conducted through webinars and illuminate sessions.  Although the staff is close, this passive activity does not help build collaborative interactions. (Bevis observation, 2014).

RECOMMENDATIONS: As new standards are introduced possibly have teachers film how they implement the standard and show it during professional learning, allowing time for comment and feedback.

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

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

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

EVIDENCE:  Mrs. Mayhall is a firm believer in making sure students feel physically and emotionally safe.  Each teacher must take the Conscious Discipline training.  As well, each teacher is required to implement the PBIS (Positive Behavior Interventions Support) into their daily routine. Both of these trainings offer teachers alternative ways of teaching problem solving skills to students. Hand in Hand reflects a respectful attitude for those of other cultures and abilities.  Lesson plans from all classes reflect differentiated instruction that allows students to work in groups with others of differing abilities (low students, students of other languages, and special needs paired with high students for modeling). (Mrs. Mayhall, 2014).

RECOMMENDATIONS: None, continue with the same high expectations and tolerance that is currently exhibited.

## PL 3.2  Deep Understanding of Subject Matter and Instructional Strategies

| ☐ **Not Addressed** | ☐ **Emergent** | ☐ **Operational** | ☒ **Fully Operational** |
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| 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:  Teachers show documentation of differentiated instruction in their plans each week, as well as, how the differentiation changes over time.  Students who need more support are also documented in the plans through several individuated instructional curriculums such as; Let's Play Learn and PALS.  Running logs are kept on student progress through both of these programs.

RECOMMENDATIONS: Weekly planning time is crucial to fully plan for struggling students. These planning sessions can provide teachers with additional resources to meet the needs of struggling students.

## PL 3.3  Sustained Development of Deep Understanding of Content and Strategies

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

EVIDENCE:  BST meetings agendas are created from the needs addressed in the school improvement plan for student achievement.  Student data from GKIDS, DIBELS, GELDS and RTI's drives the professional learning. Professional learning addresses most of the needs of the participants but all of them.  Some teachers are in need of differentiated instruction that addresses the needs of their particular classroom or students.

RECOMMENDATIONS: Surveys that ask specifically what teachers feel they need. Example, implementing technology within lessons from all domains.

# PL 3.4  Partnerships to Support Student Learning

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

EVIDENCE:  The Hand in Hand website is reflective of the staff's commitment to partnerships throughout the community.  Hand in Hand partners with several businesses to build "family" meet and greet sessions.  Teachers, students and parents share a night out together outside of school. HnH's parent page on their website along with individual teacher sites, contain a great deal of parent/student resources.

RECOMMENDATIONS: Continue the family nights using some more culturally diverse restaurants.  Also, encourage teachers to keep their WebPages updated with information useful to parents. Additionally, investigate translation software that could translate for the individual needs of the classroom.

References

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