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

EVIDENCE: Teachers meet on a weekly/daily basis with other members of the grade level. Teachers also have the opportunity to plan with other teachers in higher grade levels creating a united sense (Young, 2013). These meetings are documented in grade level minutes (Holsonback, 2013) by the grade level chair. Also, teachers meet with the Academic Coach regularly to review student data (such as STAR testing, RTI) and new strategies that can be used. Additionally, teachers are members of the School Improvement Team which has input into how the school is run. The plan and short term action goals are shared after each monthly meeting (*Comprehensive title 1*, 2013).

RECOMMENDATIONS: My recommendation would be to collaborate with other schools in the district to align curriculum. It would be beneficial to teachers to meet with other teachers who teach the same content. By doing this, transient students will still be being taught the same curriculum when switching schools.

PL 1.2 Learning Community			
☐ **Not Addressed**	**X Emergent**	☐ **Operational**	☐ **Fully Operational**
There is little or no evidence that the principal, administrative team or related human resources (e.g., leadership team, coaches, central office) supports or reinforces the creation and maintenance of a learning community.	There is some evidence that the principal, administrative team, or related human resources (e.g., leadership team, coaches, central office) support or reinforce the creation and maintenance of a learning community, but additional support in this area is needed. Although administrators have created structures for meetings to occur, they have failed to provide teachers with professional development related to the collaboration process.	The principal, administrative team, and other human resources periodically support the creation and maintenance of an effective learning community to support teacher and student learning. In key aspects of the school, these individuals work collaboratively to reinforce collaborative forms of professional development and learning for staff members. Although this process is operational, it would improve if greater emphasis were given to monitoring its impact on school improvement goals and student achievement.	The principal, administrative team and other human resources consistently support the creation and maintenance of an effective learning community to support teacher and student learning. These individuals work collaboratively to reinforce teachers' skillful collaboration (e.g., facilitation skills, conflict resolution, and group decision-making). They also help to create structures to support collegial learning and implement incentive systems to ensure collaborative work. They monitor the impact of these collaborative processes on school improvement goals and on student learning, and participate with other individuals and groups in the operations of the learning community.
EVIDENCE: Grade level minutes are evidence of teacher meetings. Also, monthly faculty meetings which are documented by agendas provide teachers with opportunities to support learning. However, professional learning on true learning communities is lacking. There has been no training on conflict resolution, collaboration, problem solving etc. There has been a small amount of vertical planning (Young, 2013).			

RECOMMENDATIONS: My suggestion would be to provide teachers with opportunities to participate in professional learning showing the success of learning communities. Additionally, allowing teachers' time to participate in learning communities would probably make them more successful. Lastly, providing these communities for new teachers would give them a sense of feeling like an important member of the school.

PL 1.3 Instructional Leadership Development and Service			
☐ **Not Addressed**	☐ **Emergent**	**X Operational**	☐ **Fully Operational**
There are few if any opportunities for teachers to participate in instructional leadership development experiences, serve in instructional leadership roles, or participate in supporting school-based professional learning.	There are opportunities for teachers to participate in preparing for and serving in instructional leadership roles and contributing to the school-based professional learning plans. However, the opportunities are limited to a small number of teachers.	There are many opportunities for teachers to serve in instructional leadership roles and develop as instructional leaders. They are highly engaged in planning, supporting, and communicating professional learning in the school. This would be enhanced if there were more opportunities for instructional leadership roles among various personnel.	A variety of teachers take advantage of opportunities to participate in instructional leadership development experiences and serve in instructional leadership roles (e.g., instructional coach, mentor, facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning.
EVIDENCE: The School Perception Survey allows teachers to share the professional learning needs of the school. Also, meetings with grade level (Young, 2013), School Improvement Team, and the academic coach allows them to plan, support, and communicate professional needs. (*Comprehensive title 1*, 2013).			
RECOMMENDATIONS: My recommendation would be to incorporate more than one grade level representative for the School Improvement Team. Additionally, rotating members would allow for each person in the school to be better informed about professional learning. It would also promote a sense of community.			

PL 1.4 School Culture for Team Learning and Continuous Improvement			
☐ **Not Addressed**	☐ **Emergent**	**X 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: This is supported through the School Improvement Plan and Short Term Action Plan(Young, 2012). These plans are continually changing based on teacher needs, teacher input, and changing curriculum. Additionally, modeling, instructional coaching, and collaborative teacher meetings happen on a daily/weekly. The Academic Coach provides support for teachers especially in modeling. Focus Walks, STAR tests, RTI meetings, and teacher observations/evaluations help to determine needs of teachers. (*Comprehensive title 1*, 2013).			
RECOMMENDATIONS: I believe this standard could be strengthened if peer observations were put into place. This would allow for colleagues to learn from other teachers which could help build a sense of community in the school as well as increase student achievement. This would also benefit new teachers and build their confidence.			

PL 1.5 Job-Embedded Learning and Collaboration			
☐ **Not Addressed**	☐ **Emergent**	X **Operational**	☐ **Fully Operational**
Teachers spend little or no time during the work-week learning and collaborating with colleagues to improve their use of curriculum, assessment, instruction, and technology.	Some teachers spend a small amount of time during the work-week collaborating with colleagues. However, this time is often focused on non-curricular topics and typically occurs after school.	Most teachers spend time during a workday each week collaborating with colleagues about curriculum, assessment, instruction and technology use in the classroom. This professional learning would be enhanced by allocating more time each week for job-embedded learning (e.g., lesson study, peer-observations, modeling, instructional coaching, teacher meetings).	Teachers spend a significant part of their work-week in job-embedded learning and collaboration with colleagues addressing curriculum, assessment, instruction, and technology. They receive sufficient support resources (e.g., materials, time, training) and assist with securing additional resources necessary (e.g., funding, time, technology) to sustain their learning. (NSDC Standards recommend that formal and informal job-embedded learning take place during at least 25% of educators' professional time. Such time can be devoted to lesson study, peer observations and coaching, modeling, conferencing, teacher meetings, mentoring.)
EVIDENCE: Teachers collaborate with colleagues about curriculum, assessment, instruction, and technology at least once a week during grade level meetings. This is recorded in grade level minutes (Young, 2013). Additionally, Focus Walks are completed on a monthly basis to document the use of assessments, technology, curriculum, and different types of instruction taking place. These findings are shared with the School Improvement Team and all members of the staff on a monthly basis. Coaching is provided as requested by the Academic Coach (*Comprehensive title 1*, 2013).			
RECOMMENDATIONS: I recommend providing teachers with more resources and training on various types of instruction and how to accommodate student learning using these methods. Also, implementing lesson studies, peer observations, and mentoring sessions would help increase job-embedded learning and collaboration in the school.			

PL 1.6 Resources Support Job-Embedded Professional Learning			
☐ **Not Addressed**	☐ **Emergent**	X **Operational**	**Fully Operational**
Resources are not allocated for job-embedded professional learning that is aligned with high-priority school improvement goals. Little if any professional development is devoted to helping teachers use technology to enhance student learning.	Some resources are allocated for professional learning. However, much of the professional learning is conducted primarily after school and is not aligned with the high-priority school improvement goals. There is limited professional development devoted to helping teachers use technology to enhance student learning.	Most resources for professional learning are allocated for the identified high-priority school improvement goals. However, providing more job-embedded learning opportunities and professional development would enhance teachers' use of technology to support student learning. In other cases, these forms of professional development need to be more ongoing and sustained to ensure actual classroom implementation of training strategies and processes.	Resources are allocated to support job-embedded professional learning that is aligned with high-priority school improvement goals and technology supporting student learning. There is sustained commitment to ensuring that these professional development activities result in successful classroom implementation. There is also a process in place to determine the value-added of key strategies and processes, i.e., how they impact student achievement and related organizational short- and long-range goals.
EVIDENCE: Based on survey information from the School Perceptions Survey which shows needs by teachers, professional learning needs are addressed. In addition, the School Improvement Plan and Short Term Action Plan (Young, 2012) address the suggested needs each school year. Some job-embedded learning was present on a Professional Learning Day when teachers learned and created lessons from other colleagues (*Comprehensive title 1*, 2013).			
RECOMMENDATIONS: I recommend adding additional job-embedded learning opportunities would create more successful teachers. Additionally, having professional learning which is carried throughout the school year and beyond would also be helpful.			

***Professional Learning Standard 2*: The process—the how—of professional learning is aligned with articulated goals and purposes, data-driven, research-based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.**			
PL 2.1 Collaborative Analysis of Data			
☐ **Not Addressed**	☐ **Emergent**	**Operational**	**X Fully Operational**
Teachers and/or administrators use personal experiences or opinions to determine student and adult learning needs and goals. Data is not collected and analyzed in monitoring school and classroom improvement strategies,	Teachers and/or administrators work in isolation or with limited representation to review student summative data and determine student and adult learning needs and goals. Student and teacher data is collected and analyzed at the end of the year to monitor the accomplishment of classroom and school goals.	Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They collect and analyze relevant student and teacher data at the beginning and end of the year to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.	Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They continuously (minimum of 4 times a year) collect and analyze relevant student and teacher data (e.g. action research, analyzing student work, classroom observations, Awareness Walks, and surveys) to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.
EVIDENCE: Learning needs, student data, and demographic information are all reviewed during monthly RTI meetings with administrator. During this time, intervention needs are addressed based on STAR data. Also, NBI is structured based on learning needs and deficiencies of all students. The plans to address the deficiencies are shared with parents during the Parent Advisory Meetings. The celebrations for achievement occur during faculty meetings. Additionally, these are addressed in School Improvement Meetings to help determine ways to address needs and increase student and teacher achievement. Focus Walk data also helps to address the needs in the classroom (*Comprehensive title 1*, 2013).			

RECOMMENDATIONS: I recommend finding ways to share this data with parents so they fully understand the achievements and needs of students and teachers at the school. Perhaps simplifying it would make it easier to understand.

PL 2.2 Evaluating Impact of Professional Learning			
☐ **Not Addressed**	☐ **Emergent**	☐ **Operational**	**X Fully Operational**
The principal and other leaders develop and implement a plan for evaluating teachers' reactions to professional development events. Teachers' contributions to the evaluation are limited to providing satisfaction ratings. The evaluation identifies changes in teacher knowledge and skills as a result of participation, but it does not evaluate changes in practice or impact on student learning.	The principal and other leaders develop and implement a plan for evaluating professional development events. Teachers contribute to the evaluation by collecting and analyzing summative student learning data. The evaluation identifies changes in teacher knowledge and skills as a result of participation and year-end student performance, but it does not evaluate change in teacher practice.	The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (formative and summative for a one- to two-year period) evaluation of the impact of professional development on teacher practices and student learning. The evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing relevant student learning and process data.	The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (both formative and summative over a three- to five-year period) evaluation of the impact of professional development on teacher practices and student learning. Evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing a variety (student learning, demographic, perception, and process) of relevant data. The plan specifies the evaluation question(s), data sources, data collection methodology, and data analysis processes.
EVIDENCE: The District School Improvement Team (*Comprehensive title 1*, 2013). which consists of administrators and academic coaches develops a three to five year plan addressing professional learning, student needs, and teacher needs. Also, surveys completed by parents and staff also provide suggestions for ways to improve instruction. Teachers meet monthly with the academic coach to review their individual student data (STAR and intervention) as well as school data and determine ways to improve.			

RECOMMENDATIONS: My recommendation would be to make all teachers aware of the plan and share it with them. This could be done on a monthly basis at various days and times to accommodate all parents. It could also be presented in various formats such as in person meetings or online meetings. A Q & A session may be appropriate depending on how the parents feel.

PL 2.3 Interpreting and Using Research Results			
☐ **Not Addressed**	**X Emergent**	☐ **Operational**	☐ **Fully Operational**
The principal and other leaders review professional journals that summarize research instead of actual research or they do not recognize a need for reading and interpreting research when making instructional decisions regarding professional development and school improvement approaches.	The principal and other leaders review educational research. They create opportunities for a few, select teachers to study educational research. They work with them to conduct reviews of research when making instructional decisions regarding the adoption of professional development and school improvement approaches.	The principal and other leaders demonstrate modest skills in interpreting educational research (validity and reliability, matching populations, and interpreting effect-size measures). They create opportunities for teachers to learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches.	The principal and other leaders demonstrate advanced skills in determining appropriate research design, interpreting research results, and determining whether results can be generalized. They ensure that teachers and community members learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches.
EVIDENCE: The School Improvement Plan (*Comprehensive title 1*, 2013). addresses providing needs for teachers. However, only a few teachers are asked to provide feedback and participate. Additionally, research committees are created, but only a few teachers are asked to participate also.			
RECOMMENDATIONS: I recommend an expansion to include all teachers who would like to participate in committees and activities to feel they can. This will increase knowledge of what is going on in the school, give each teacher a place, and possibly increase motivation.			

PL 2. 4 Long-Term, In-Depth Professional Learning			
☐ **Not Addressed**	**X 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: Professional learning is provided on a regular basis. Many follow-up sessions are provided on a regular basis (Young, 2013). These are conducted based on teacher surveys such as the School Perceptions Survey which show needs.			
RECOMMENDATIONS: I would recommend more extensive follow-up support. Often these professional learning strategies are not checked on to determine if they have been implemented and how successfully. Additionally, providing opportunities for lesson planning, networking, researching, and coaching feedback would help the teachers implement strategies successfully.			

PL 2.5 Alignment of Professional Learning with Expected Outcomes			
☐ **Not Addressed**	**X Emergent**	**Operational**	☐ **Fully Operational**
The principal and other leaders provide single, stand-alone professional development events that are typically large group, workshops with no expectations for implementation of new classroom practices. Generally, activities are not aligned with the school improvement plan or related priorities.	The principal and other leaders provide multiple workshops on the same topic throughout the year. They articulate the learning goal, but do not discuss expectations for implementation. Teachers receive limited school-based support for implementing the new classroom practices. Activities are only generally aligned with the school improvement plan or related priorities.	The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). The professional learning is long-term (two-to-three year period) and in-depth with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation by providing rubrics that describe the desired classroom practices and communicate how those practices connect to the school improvement goals. Generally, activities are aligned with major priorities within the school improvement plan.	The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). They ensure that teams of teachers are engaged in long-term (two-to-three year period), in-depth professional learning with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation with collaboratively developed rubrics describing desired classroom practices and communicate how those practices connect to the school improvement goals.
EVIDENCE: According to the list of professional learning opportunities and the School Improvement Plan (*Comprehensive title 1*, 2013), several opportunities for workshops on the same topic are offered. Documentations of the professional learning is kept by the academic coach.			
RECOMMENDATIONS: I recommend providing teachers with assistance for implementing these strategies within the classroom. Also, incorporating these new strategies which the school is training teachers on should be addressed in the School Improvement Plan with clearly stated expectations for how to implement.			

PL 2.6 Building Capacity to Use Research Results			
☐ **Not Addressed**	**X Emergent**	☐ **Operational**	☐ **Fully Operational**
Professional development is planned with no regard for research about adult learning needs and individual and organizational change processes. The sessions provided include strategies that do not mirror the instructional strategies teachers are expected to use with students (e.g., lecturing on inquiry method, covering material instead of helping participants to use and internalize it), and sessions are the same for all teachers regardless of their career stage.	Professional development is planned using research about adult learning needs and how individuals experience the change process. The professional development sessions demonstrate classroom practices through videotapes and simulations. The experiences focus on procedural learning - "how to do it"- rather than on developing deep understanding of concepts and problem solving strategies. Some professional development is specialized for new and mentor teachers.	Professional development is planned using research about adult learning needs and individual and organizational change processes. The professional development sessions include modeling and demonstrations of expected classroom practices. The experiences impact teachers' depth of understanding enabling them to use the new strategies routinely. Some professional development is specialized to reflect career stages of new teachers, mentor teachers, and teacher leaders.	Professional development builds the capacity of the staff to use research about adult learning needs and individual and organizational change processes as they implement new strategies. Professional development sessions consistently employ the same instructional strategies that are expected to be used in their classrooms. The experiences impact teachers' depth of understanding enabling them to solve problems and adapt new strategies to classroom circumstances. Professional development is differentiated to reflect career stage needs and interests (e.g., mentoring, leading learning teams, coaching, utilizing technology, and curriculum development).
EVIDENCE: According to the School Improvement Plan (*Comprehensive title 1*, 2013), the needs for professional learning are addressed. Several sessions are offered for teachers on the topics needed. While professional learning needs are addressed, there is little evidence to support implementation in the classroom. Also, the delivery of professional learning seems to be the same on every session limiting what many teachers take away from the workshop.			
RECOMMENDATIONS: I recommend providing teachers with options for the way they attend professional learning. Also, providing them with implementations plans and in classroom coaching would help in the success rate of implementation. Additionally, clearly stating the expectations for implementing these new strategies in the classroom could increase teacher interests.			

PL 2.7 Knowledge about Effective Group Processes			
☐ **Not Addressed**	☐ **Emergent**	**X Operational**	☐ **Fully Operational**
Teachers and administrators lack knowledge about effective group processes and/or work alone, disregarding collective responsibility for student learning.	Teachers and administrators have knowledge of stages of group development and effective interaction skills, but lack skill in group process strategies needed for productive collaborative work. As a result, colleagues work in temporary groups often encountering unresolved conflict or frustration. Technology (e.g., email, chat rooms, and websites) is used to support collegial interactions.	Teachers and administrators have knowledge and skills regarding group processes (e.g., group decision making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively. Technology (e.g., subject area networks, lesson sharing, seminars) is used to support collegial interactions.	Teachers and administrators have knowledge and skills to monitor and improve group processes (e.g., group decision-making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively in established, ongoing learning teams. Technology (e.g., online discussions, web casts, and seminars, educational blogs, listservs, downloadable resources) is used to support collegial interactions and to ensure effective and sustained implementation.
EVIDENCE: Weekly grade level meetings, monthly faculty meetings, and vertical planning time (Young, 2013) address group processes amongst members of the school. These meetings build trust and culture amongst faculty and staff at the school.			
RECOMMENDATIONS: I recommend having teachers create blog, web casts, and downloadable resources for other teachers to use as needed. This will help teachers who need support instantly. It will also provide effective implementation for strategies in the school.			

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

EVIDENCE: Classroom practices are present in lesson plans each week. Also, Focus Walks and teacher observations provide data for various strategies used in the classroom to address student learning needs. PBIS provided expectations for students and teachers in the classroom which provide an environment that is safe and healthy for everyone. Also, the School Compact is signed at the beginning of the year saying teachers, students, and parents will work together to provide an environment which is conducive to learning. The District Mission Statement ("Fannin county school," 2014) addresses that students will not be denied any services or learning opportunities due to their race, financial background, etc. All of this information is also addressed in the handbook which is distributed at the beginning of each year.

RECOMMENDATIONS: I recommend providing teachers with workshops on poverty and diverse students due to the high number of free and reduced students attending the district. This would help make all teachers sensitive to these students and families.

PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies			
☐ **Not Addressed**	☐ **Emergent**	**X Operational**	☐ **Fully Operational**
Teachers demonstrate superficial knowledge of subject matter and mostly rely on textbooks. They primarily use lecture, seatwork, and discussion as instructional strategies and paper-and-pencil tests for assessment.	Teachers demonstrate breadth of subject matter, but the content they teach is often not aligned with required learning goals (e.g., GPS, district standards). They may use some engaging instructional strategies and a variety of assessment strategies in some contexts; however, most of their instruction is presented in traditional whole-group, teacher-centered fashion.	Teachers exhibit a deep understanding of subject matter, use a variety of appropriate instructional strategies, and use various assessment strategies to monitor student progress toward meeting rigorous and required standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.	Teachers exhibit a deep understanding of subject matter; differentiate instruction based on needs, interests, and backgrounds; use a variety of appropriate instructional strategies; and use various assessment strategies (e.g., constructed-response test items, reflective assessments, academic prompts, culminating performance tasks and projects, interviews, rubrics, peer response groups) to monitor student progress toward meeting rigorous standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.
EVIDENCE: The School Improvement Plan (*Comprehensive title 1*, 2013), Short Term Action Plan (Young, 2012), lesson plans, teacher evaluations and observations, and Focus Walk data show the various usages of instructional strategies in the classroom. Common planning also allows teachers to share resources and assessments with other members of their team.			
RECOMMENDATIONS: I recommend having more frequent vertical planning opportunities to share lessons and assessments. This will help teachers prepare students for the upcoming grade levels.			

PL 3.3 Sustained Development of Deep Understanding of Content and Strategies			
☐ **Not Addressed**	**X Emergent**	☐ **Operational**	☐ **Fully Operational**
The principal and other leaders encourage but do not require teachers to participate in district-based professional development opportunities to increase knowledge of content, research-based instructional strategies, and assessments. There is minimal if any evidence of school-based professional development to promote student achievement. They create work schedules that result in teacher isolation and individual practice.	The principal and other leaders emphasize the importance of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. They create work schedules to support collegial interaction and sharing and encourage teachers to participate in district-based professional development focused on content, pedagogy, and assessment.	The principal and other leaders promote teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies as a high priority. They avoid large-scale trainings that may not address the needs of all participants. They create work schedules to support collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.	The principal and other leaders promote the sustained development of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. All professional development activities are purposeful and aligned with specific individual and group needs. They create work schedules to support ***ongoing***, collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.
EVIDENCE: The School Improvement Plan (*Comprehensive title 1*, 2013), Short Term Action Plan (Young 2012), lesson plans, teacher evaluations and observations, and Focus Walk data show the various usages of instructional strategies in the classroom. Common planning also allows teachers to share resources and assessments with other members of their team.			
RECOMMENDATIONS: My recommendation would be to incorporate more time where teachers can interact and share without the day to day stresses. Additionally, having a tool to show how professional learning content has been incorporated into the classroom could reflect how successful learned strategies are.			

PL 3.4 Partnerships to Support Student Learning			
☐ Not Addressed	☐ Emergent	☐ Operational	X 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: Parent Liaison with administrators and teachers put on monthly meetings with parents. These meetings are in both English and Spanish to accommodate all learners attending school. Lunch and Learns are put on monthly to address parent questions. Literacy and Family Nights are held frequently. Weekly newsletters and calendars are sent home with each student updating activities happening and content being covered. These are sent home via email and paper form to ensure parents see this information. This information is also translated in Spanish to accommodate the Spanish population. School and teacher web pages are updated are on regular basis. Alert Now phone calls are sent out to remind/update parents on events, meetings, etc happening at the school. Trainings are held monthly to build relationships amongst parents and teachers. These are held at various times and on various days to accommodate working parents. Additionally, School Perceptions surveys are done to show where the school needs to address improvement. Also, parent advisory meetings are held monthly to obtain input on issues happening at the school.
RECOMMENDATIONS: I recommend the continuation of holding meetings and distributing information as they are doing now. A way to possibly improve is to seek input on workshops that can be held based on what parents feel they need i.e. suggestions for helping students with homework.