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| 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. GAPSS Review Template | | | |
| 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** |
| 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: Teachers meant in various learning teams throughout the week and school year. Grade Team Level meets once a week to monitor student academic and behavior and make recommendations to improve student progress. Grade Level Content meets twice a week to develop lessons plans, review assessment data and make future plans for remediation and enrichment. Grade Level meets twice a month for Professional Development for TKES (Teacher Key Effectiveness System). Cross Grade Level Content meets once a month for sharing of new strategies and assessment tools. Once a semester held by Cross Grade Level Content are Backward Design days. | | | |
| RECOMMENDATIONS: Teacher surveys to be administrated for staff to gauge areas for additional professional development to be offered. | | | |

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| **PL 1.2 Learning Community** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **Fully Operational** |
| There is little or no evidence that the principal, administrative team or related human resources (e.g., leadership team, coaches, and 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: The professional learning communities are fully supports and designed by the principal mad administrative teams. One member of the administrative team is assigned to each content area to attend the grade level content meetings. Due to their attendance at the meetings it reflects their support of the process through leadership. In attending they can monitor the progress of their learning communities along with sharing feedback and suggestions from other community. As member of the learning communities, administrators assist in group decisions making. Additionally as members of learning communities’ administrators steer or focus decisions and strategies to support school improvement goals. | | | |
| RECOMMENDATIONS: There is not an incentive system in place to ensure collaborative work. The hope would be the learning communities focus is collaborative work and would not need an incentive. | | | |

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| **PL 1.3 Instructional Leadership Development and Service** | | | |
| **Not Addressed** | **Emergent** | **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, and facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning. |
| EVIDENCE: Holcomb Bridge Middle School has a new teacher mentoring program where each new teacher to the school receives a mentor to assist them throughout their time at the school. Time is set aside once a month for this group to meet and receive professional development as well. One of our teachers leads the program and attends professional development through the school district in mentoring. The school has a committee of teachers who lead the Instructional Rounds program at the school. This committee plans and supports the benefits of this program. These results of this program would be the increase of teachers showing evidence of the TKES standards in their evaluations. Teacher leaders are responsible for leading one Guiding Coalition meeting including delivering material on a topic related to education. Department Chair leads the department meetings with instructional strategies. One teacher designated as technology coach. | | | |
| RECOMMENDATIONS: Outside of the times listed above, teachers do not serve in instructional leadership roles. Professional development which is held on Fridays in grade level could be delivered by teaching to improve leadership. Instructional programs such as “Brown Bad Lunches” could also increase the role of teachers in instructional roles. | | | |

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| **PL 1.4 School Culture for Team Learning and Continuous Improvement** | | | |
| **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: School leaders support a culture which supports ongoing learning by developing a professional learning plan for job embed learning opportunities. The Instructional Rounds program offers peer observations, lesson plan and strategies swap. Teachers work collaboratively several times a week in various learning communities. An instructional technology coach is available. Professional development is scheduled for TKES once a month on Friday and Instructional Rounds every two months on Wednesday. Friday during planning is set aside for any additional professional development. | | | |
| RECOMMENDATIONS: Team Building activity could take place at the beginning of the school year to foster a more collaborative and supportive environment. Administrators should rotate those who are in leader roles to foster more teacher leader’s qualities throughout the staff. Additional professional development could focus on teacher leadership for those interested. | | | |

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| **PL 1.5 Job-Embedded Learning and Collaboration** | | | |
| **Not Addressed** | **Emergent** | **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, and 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: Professional Development takes place twice a month which is job embedded to supports the TKES evaluation tool. Additionally once every 6 weeks peer observations occur to few various strategies which are reflected in TKES. Teacher spends at least 2 hours a week collaborating with colleagues on curriculum, assessment and instructional design in their grade level content areas. Additionally once a month all content members across grade level meeting. Outside of the instructional time, teachers spend over 50% of their planning time in collaboration and professional development. | | | |
| RECOMMENDATIONS: Specific time allotted once a month to learning and collaboration in relation to instructional technology with a goal set for certain number of technology infused lessons created and delivered. | | | |

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| **PL 1.6 Resources Support Job-Embedded Professional Learning** | | | |
| **Not Addressed** | **Emergent** | **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: The school purchased iPads for every teacher this year along with two iPad carts for student learning. Increase in 21st century technology integrate is part of the school improvement goals. Some professional development given in regards to technology but was not mandatory, however it was job embedded so training was easily available. A select group of teachers have embraced technology but many teachers have not. The sustained commitment is not evident. | | | |
| RECOMMENDATIONS: There should be an increase in job-embedded professional learning in regards to technology. A greater focus is geared towards technology however teachers using it at the minimum. More teachers need to be willing to attend professional development on the use of technology. | | | |

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| 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** | **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: Teachers and administrators meet on a weekly basis in content and grade level collaboration to reflect on student assessment and learning data. Teachers make adjustments in content redelivery and strategies. Various after school and Saturday school opportunities are given to students in areas where the data reflects student needs. Teachers make action plans midyear based upon student achievement. These plans include which students need to focus on what materials and how they can address the issues. Administrators also review student content and state wide testing data to make revision in school improvement plan. Based upon this data, administrators make decisions regarding staff placement and class selection for upcoming year. Administrators complete teacher evaluations which include walk through and formal evaluations. Based upon this feedback, administrators can identify areas which may need to be addressed through professional learning which can impact student achievement. The school has two “Nights of Excellence” were student achievement awards are given to students with family and community welcome. Additional the school holds the “Taste of Holcomb Bridge”, were student achievement and student learning is on display in various forms. | | | |
| RECOMMENDATIONS: Outside of events listed above and charts of data displayed in the hallway accomplishments are not reported regularly to family and the community. Administrators could have staff complete surveys throughout the year to review school culture and learning needs. | | | |

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| **PL 2.2 Evaluating Impact of Professional Learning** | | | |
| **Not Addressed** | **Emergent** | **Operational** | **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: Professional development I held in regards to TKES includes instructional strategies and then implement through Instructional Rounds. There is a coherence in the professional learning in the last year due to the focus on TKES and is aligned to educator performance standards. However measurements are not in place to change the change in practice or student achievement. However, teachers evaluate student data in various forms from pre and post assessments, state longitudinal data and state wide assessments. | | | |
| RECOMMENDATIONS: Teacher should play a greater role in making decisions regarding their own personal learning. *Standard for Professional Learning –Learning Designs* recommends active engagement in the learning process. Teachers do play a role in discussion, dialogue, modeling and reflection. However, teachers do not evaluate what professional development is need or the impact on student learning. A professional learning plan needs to be developed for the long term with teacher feedback. The plan must include what student learning outcomes the school is hoping to achieve and how these outcomes will be measured. | | | |

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| **PL 2.3 Interpreting and Using Research Results** | | | |
| **Not Addressed** | **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 principal and school leaders use research and student data to drive decisions at the school. The leadership team holds professional development and planning time for teachers to review student data from various sources including the state longitudinal data system for teacher to compare student achievement data year over year. The leadership has developed a school culture which data is used to identify areas of deficiency and make refinements to increase results. *Standards for Professional Learning – Implementation* data and research are applied for long term change. The school has implemented various programs to increase student achievement based upon research and student data. These programs include after school Academy focused on math and reading levels. This year, the school introduced a program for student to recover first semester grades using an online program called Edgenuity to lower student’s chance in going to summer school or being held back. The school uses time allotted for homework as a learning lab which provides time for student remediation or enrichment. | | | |
| RECOMMENDATIONS: Additional professional development session could be held to provide teachers a better understanding of where and how to gather educational research, along with administrators sharing with the staff research which is relevant to the school. Professional development could be held in regards to how to take, record, analyze and read data. Future use by the staff and support by the administration to use Fulton County School Professional Development portal called PD 360. | | | |

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| **PL 2. 4 Long-Term, In-Depth Professional Learning** | | | |
| **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, and 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: The Professional Learning Plan for the 2013-2014 school year is designed to focus on the TKES standards. With a focus on new standard each month. I included the school only in emergent since a plan is only in place for the current school year. The plan is designed for teacher improvement in these standards including lesson plan design by content, reviewing student work and assessments, action plans and classroom observations. This links to the outcomes standards as aligned by the Standards for Professional Learning, in which educator performance standards become linked. A limited amount of professional development is geared toward infusing technology in instruction and learning. | | | |
| RECOMMENDATIONS: The school strong is providing professional learning regarding instructional strategies and to raise student achievement. It is lacking in the area of content knowledge. Professional development needs to be extended into content areas. Educators must understand how to apply new research, strategies within their content and instructional design. Teachers are not prompted or suggested to attend professional development which is content driven outside of the school. The administrators’ team along with teacher must develop a long term professional development plan. The plan must meet the needs of administrators, teachers and student achievement. The plan must be developed to ensure it is meeting the areas which are designated for improvement by the school to ensure the proper outcomes are received. There needs to follow up on verifying classroom practices are implemented and a ways to gauge the outcome. | | | |

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| **PL 2.5 Alignment of Professional Learning with Expected Outcomes** | | | |
| **Not Addressed** | **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: Multiple workshops and sessions were provided throughout the school year on the TKES standards. Teachers received training on strategies related to the TKES standards and were expect to implement their acquired knowledge during Instructional Rounds with peer observations. Teachers are not provided rubrics to guide them in the implementation process or how they relate to the SIP, only they are evaluation standards for teachers. Teachers do work collaborating in the content PLC once a week in curriculum and assessment design and analyze student assessment data. . | | | |
| RECOMMENDATIONS: Professional Learning Plan needs to develop for an extended period longer than a year with set goals, evaluations and outcomes. Teachers and staff receive only the support for implementation during the professional learning. Further support could be offered through coaching, professional networking with other schools. Staff members should be surveyed to determine professional learning needs and provide feedback on professional learning they receive. This constructive feedback helps guides and evaluation if the desired outcomes will be reached. | | | |
| **PL 2.6 Building Capacity to Use Research Results** | | | |
| **Not Addressed** | **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: The school has a mentor program for new teachers include professional development once a month for new strategies. Some professional development includes “how to do it” in instructional strategies in regards to TKES. The sessions provide an example on the process and the teachers have time to create and develop the strategy to fit their classroom. Professional development planned using research in how to deliver learning to ensure new strategies are used in the classroom to experience change. The change is reflected in Instructional Rounds. This professional development is built based upon the Georgia Department of Education Teacher Assessment on Performance Standards and Sample Performance Indicators. School staff is encouraged to receive additional professional development using Fulton County School Professional Development portal called PD 360. Digital professional learning courses are housed on this site. Administrators review educational research by reading the Marshall Memo on a weekly basis. The Marshall Memo is a weekly publication of key ideas and research in K-12 Education. Professional Development plan | | | |
| RECOMMENDATIONS: More variety of professional development could be provided develop teachers as teacher leaders, mentors and instructional leaders. Modeling is limited to teacher observing other teachers during instructional rounds. But in many cases, the teachers are modeling the strategies other are hoping to observe. The school presenting does not have Instructional Support Teachers on staff who could help with coaching and modeling the desired outcome. While new teachers and every student in the school have a mentor, not all staff has a mentor. A program could be put in place for each staff member to have a coach and content specialist to deliver new delivery ideas and curriculum development. Some content chairs are not willing or open to new instructional strategies and not willing to leading learning or utilize technology. | | | |

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| **PL 2.7 Knowledge about Effective Group Processes** | | | |
| **Not Addressed** | **Emergent** | **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, and 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, and downloadable resources) is used to support collegial interactions and to ensure effective and sustained implementation. |
| EVIDENCE: Decisions making at the school is guided through various group process which is part of the Professional Learning Community design. Decisions regarding events and other programs at the school are made through the school Guiding Coalition which is made up of Administrators and Teacher Leaders. Decisions involving each grade level and content are made within those Professional Learning Committees. There are various committees at the school which are teacher led including Instructional Rounds, Positive Behavioral Intervention and Supports, and Data Committee. Each member of the group has a part in the decision making. The staff uses various technology tools to character trust and collective student responsibility. Teacher use Google Drive to share collect data on student concerns and celebrations. Dropbox is used to collect and store lessons plans, assessments and student data for collective use. Additionally staff is using Fulton County Online Professional Development tool called PD 360. | | | |
| RECOMMENDATIONS: Team Building activities could be held during pre-planning and throughout the school year to build a more cohesive school culture and to further build interpersonal skills. Administrators could create a digital source to share resources in relations in regards to collegial interaction and team work. An increase in group development will allow sustained development of group decisions making skills along with content and student collaboration in the implementation of instructional strategies which led to student achievement and engagement. | | | |

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| 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** |
| 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. |

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| EVIDENCE: Holcomb Bridge Middle School is a highly diverse community in every aspect. The school mission statement:”Excellence Whatever It Takes” is a reflection of the high expectations for all student achievement. A safe learning environment is expectations are well, every classrooms goes through the school code of conduct at the beginning of the year with a school administrator. The school has introduced a PBIS (Positive Behavioral Intervention and Supports) program to the whole school this year. The school has an iCare program recognizes student and staff for good character. This is through special recognition and iCare bucks which staff and students can use at the school. Professional Development has been delivered in the area of the TKES standard on differentiation. |
| RECOMMENDATIONS: The school needs to offer professional development to teachers who do not have a background or experience in teaching to students with disabilities, “at risk”, behavioral, and cultural diverse backgrounds. As the school moves to a more blended environment across all areas many teachers do not have the experiences or educational background to meet the needs of all of their students they teach. This impacts the learning environment and student achievement. Additionally training could also focus on team teaching and co-teaching strategies. |

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| **PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies** | | | |
| **Not Addressed** | **Emergent** | **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. |

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| EVIDENCE: Grade levels develop at least one interdisciplinary units a year but this not a common practice and is outside the norm and struggle with finding the time in the various curriculums. Teacher use pre and formative assessments to develop differentiate instruction based upon ability level and offer choices in types of products based upon interest. Some teachers have students take assessment to determine their learning styles at the beginning of the year which guides the creation of differentiated instruction. School is developing a STEM academy for the next school year. |
| RECOMMENDATIONS: Teachers should attend ongoing trainings and learning opportunities to deepen their understanding of subject matter. Time needs to be allocated for more grade level planning for more interdisciplinary units to be planned. Prior to the beginning of the school year, content levels could meet and compare curriculum and see where this units could best fit. Increase the types of assessment strategies including peer response groups. |

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| **PL 3.3 Sustained Development of Deep Understanding of Content and Strategies** | | | |
| **Not Addressed** | **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. |

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| EVIDENCE: Most professional learning which is job embed outside of planning is instructional and assessment strategies focused. The school scheduled is set so teachers on the same grade level have common planning time to allow content areas to plan together. Teachers time is protect in the mornings and during lunch time to ensure teachers have proper time to prepare. Training occurs at the grade level so it is limited to about 15 people and not the whole staff at a time. With training and scheduled allocated this way a more collegial earning environment is developed. |
| RECOMMENDATIONS: While many professional development and learning is offered and job embed it is at a high level. Additionally training needs to be offered which is more content based. Teachers struggle with how to incorporate strategies and assessments types into specific content. |

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| **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. |

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| EVIDENCE: The school presently has a parent liaison who works with the school, teacher, parents and students to ensure everyone is informed. School offers workshops for parents on various topics, including study skills, math skills and basic computers skills. There is a contract which is signed by the school (teacher), parent and student, which details each member’s responsibility in regards to the student success. A committee called the School Council so to be School Governance Council which includes school staff, teachers, parents, principal and community members which sets the mission, vision and goals of the school. The school issues a weekly newsletter along with an updated web site communicating with school community this is outside of teacher curriculum web sites. |
| RECOMMENDATIONS: The school does an excellent job in building a community environment between home, school and community. Having more parent and community leaders volunteering at the school through either assisting teachers and/or providing real world experiences in content instruction. |