PROFESSIONAL LEARNING

The means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students

Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data			
Level 4 ☒ **Exemplary**	**Level 3** ☐ **Operational**	**Level 2** ☐ **Emerging**	**Level 1** ☐ **Not Evident**
Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	Professional learning needs are identified using limited sources of data.	Professional learning needs are identified using little or no data.

EVIDENCE: Level 4 – Professional learning needs are identified by having multiple differentiated technology data resources such as CTLS Assess and Istation. These sources help to track and increase student development and higher learning levels. Also, tools like Imagine Learning, using Co-writers, and Snap and Read are great with assisting ESOL and Special Education students.

RECOMMENDATIONS: Use differentiated technology resources that will help track data such as Imagine Learning, Brain Pop Jr. and Istations that will help to meet needs for students for both general ed/ESOL/ SPED students. "Technology can help the teacher differentiate instruction through software that assists in tracking individual students and can offer ways for students to work independently on developing their reading, writing, speaking, and listening skills." (Roblyer, 289)

Professional Learning Standard 2: Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance

Level 4 ☐ **Exemplary**	Level 3 ☒ **Operational**	Level 2 ☐ **Emerging**	Level 1 ☐ **Not Evident**
Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).

EVIDENCE: Level 3 - Collaboration among administrators and staff to enhance individual and collective performance is displayed through TKES and staff needs surveys. During PL meetings teachers collaborate to discuss effective practices that will enhance professional learning.

RECOMMENDATIONS: I suggest encouraging the use of instructional coach to staff. Using an IC can be a great source to learning more engaging strategies to build student learning and also build teacher performance through peer coaching. "One of the strengths of peer coaching is that it provides for structured opportunities for reflection that help teachers improve their instruction." – ISTE Whitepaper.

Professional Learning Standard 3: Defines expectations for implementing professional learning

Level 4 ☒ **Exemplary**	Level 3 ☐ **Operational**	Level 2 ☐ **Emerging**	Level 1 ☐ **Not Evident**
Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.

EVIDENCE: Level 4 - Expectations for both administrators and lead teachers are identified during individual and collaborative meetings with team leader and administrator. Walk-throughs are regularly held to ensure expectations are modeled.

RECOMMENDATIONS: Follow expected guidelines that are provided by administrators to display implementation of professional learning. Use research-based resources to enhance learning. "Teachers who implement new interventions will see much greater improvements in student achievement when their teaching practices are close to those specified in research." (Knight 2007, p. 26)

Professional Learning Standard 4: Uses multiple professional learning designs to support the various learning needs of the staff

Level 4 ⊠ Exemplary	Level 3 ☐ Operational	Level 2 ☐ Emerging	Level 1 ☐ Not Evident
Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.

EVIDENCE: Level 4 – Staff members always participate in professional learning every Thursday for PLC meetings where they collaborate to discuss lessons, standards, common assessments, "glows" and "grows", etc. TKES is also used to provide opportunity for descriptive feedback.

RECOMMENDATIONS: Consider allowing an IC to sit in team meetings to better identify staff needs/support. "To accelerate organizational learning, coaches can help teams establish learner-friendly team norms and introduce protocols for setting priorities, surfacing issues, solving problems, or planning implementation." (Knight 2007, p.32)

Professional Learning Standard 5: Allocates resources and establishes systems to support and sustain effective professional learning

Level 4 ☐ **Exemplary**	Level 3 ☒ **Operational**	Level 2 ☐ **Emerging**	Level 1 ☐ **Not Evident**
Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	Some resources and systems are allocated to support and sustain professional learning.	Few, if any, resources and systems are provided to support and sustain professional learning.

EVIDENCE: Level 3 - Adequate general material resources are provided in our school such as substitutes and materials. In-house trainings support teachers' needs and regular weekly meetings with coaches promote opportunities for follow-ups and feedback.

RECOMMENDATIONS: Use ICs to build on additional support for professional learning. "ICs provide as much support as necessary…after a teacher has mastered a new teaching practice, the coach and teacher choose to move on to some other intervention." (Knight 2007, p.129)

Professional Learning Standard 6: Monitors and evaluates the impact of professional learning on staff practices and student learning

Level 4 ☒ Exemplary	Level 3 ☐ Operational	Level 2 ☐ Emerging	Level 1 ☐ Not Evident
Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.

EVIDENCE: Level 4- Evaluation is shown through regular walk-throughs (formative and informative) to ensure that professional learning of staff practices are effectively impacting student learning.

RECOMMENDATIONS: Continue to use tools such as TKES to evaluate and monitor professional learning practices and student learning. Have an IC to sit with teachers and develop a short checklist for practices they would like to improve in and steps that can be taken to reach desired goals. "Checklists can provide focus to conversations with teachers and shape the modeling and observing practices used to enable teachers to be successful in teaching new practices." (Knight 2007, p.104)

KSU ITEC **Professional Learning Standard:** 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.

Level 4 ☒ Exemplary	Level 3 ☐ Operational	Level 2 ☐ Emerging	Level 1 ☐ Not Evident
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.	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 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 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.

EVIDENCE: Level 4 – Equality and high expectations are clearly discussed and held to a high standard for all students and teachers at our school. Behavior is monitored and kept track of through Class Dojo and PBIS. Students cite the school pledge daily and are expected to abide by it. Classroom environments are welcoming and safe. Cultural differences are embraced along with family engagement in school festivities.

RECOMMENDATIONS: Continue to reinforce understanding of high expectations and equality among the school to both students and teachers. "It is crucial that teachers explore their personal histories and experiences, as well as the history and current experiences of their students and families. With knowledge comes understanding of self and others, and greater appreciation of

differences. When teachers are unbiased in their instruction and knowledgeable about themselves and their students, they can better respond to the needs of all their students." Richards, H. B. (2007,p. 65) article *Addressing Diversity in Schools: Culturally Responsive Pedagogy*