Assignment 1 Part B: Current Reality and GSAPS Review Rubric

Professional Learning Current Reality and GSAPS

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**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

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<th>Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data</th>
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- 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:** In the space below, provide detailed evidence supporting your rating above – Professional learning needs are determined through Fountas and Pinnell levels, Star data, IOWA scores, I-Read data, and GA milestones scores. At Crabapple Crossing we take our data and review them at PLC meetings, Core Team Meetings, grade level meetings, Professional Developments, and beginning of the year and end of the year conferences lead by our leadership team. After reviewing the data we determine strategies that will help the students’ progress. We meet once a month for follow up Core Team meeting to discuss if the strategies used in the previous month worked or not. PLC meetings are held weekly, one week with our CST and one week with our ELA coach. In these PLC meetings we discuss how to create flexible grouping for our students, and how we can use a variety of strategies to meet the needs of the students. In Spring of 2016, the NWLC visited our school and provided feedback to our admin team. One area of concern was rigor and HOTS. (Crabapple Crossing Professional Learning Plan, 2016).
RECOMMENDATIONS: It is recommended that implementing Reader’s workshop will help with increasing rigor and HOTS (higher order thinking questions). Core meetings with our admin team was also a recommendation in which we are using it now.
**Professional Learning Standard 2:** Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance

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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).

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**EVIDENCE:** In the space below, provide detailed evidence supporting your rating above – Currently our leadership team meets with administrators twice a month to discuss the support of instructional practice. The leadership team brings feedback questions or concerns back to their teams. We have PLC’s with our ELA coach and CST once a week, rotating weekly. We meet with admin once a month for our Core team meetings to discuss students of concern and how we will grow those students. (C. Campbell, personal communication, January 2016).

**RECOMMENDATIONS:** It is recommended that the adjustments that are needed to strengthen our professional learning process is more time for data talks. This is something that we are currently implementing.
**Professional Learning Standard 3:** Defines expectations for implementing professional learning

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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:** In the space below, provide detailed evidence supporting your rating above – Currently at Crabapple Crossing, teachers are focusing on the implementation of Reader’s Workshop in all literacy classrooms K-5. Strategies for Reader’s workshop include, mini lessons, strategy groups, conferring, and sharing. Fountas and Pinnell, running records, one-on-one conferring, and pre and post assessment data are various forms of assessments used to guide instruction (Crabapple Crossing Professional Learning Plan, 2016). Monitoring will occur through TKES evaluations, beginning of the year and end of the year smart goal checkups, Professional Developments, and data meetings.

**RECOMMENDATIONS:** It is recommended that students’ assessments be communicated with all staff members that are connected to the student.
### Professional Learning Standard 4: Uses multiple professional learning designs to support the various learning needs of the staff

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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:** In the space below, provide detailed evidence supporting your rating above – Crabapple Crossing has Hannah Zey host meetings with our Learning Community to address the Units of Study. She gives us a breakdown of what our next Unit will entail before starting the Unit. We collaborate with other teachers during these meetings. We have someone come in from teachers college to model these lessons for us. We are then observed by our admin team as well as peers, using peer observations. Our colleagues come watch us teach a lesson for 5-10 minutes.

**RECOMMENDATIONS:** It was recommended that we have peer walk-throughs at Crabapple Crossing and we are implementing this now.
**Professional Learning Standard 5:** Allocates resources and establishes systems to support and sustain effective professional learning

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- **Level 4 (Exemplary):** 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.

- **Level 3 (Operational):** 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.

- **Level 2 (Emerging):** Some resources and systems are allocated to support and sustain professional learning.

- **Level 1 (Not Evident):** Few, if any, resources and systems are provided to support and sustain professional learning.

**EVIDENCE:** In the space below, provide detailed evidence supporting your rating above – Crabapple Crossing receives funding through Seed funds, district, PTO Glo funds, and school funds. Our professional learning teacher college visits are funded by the district school funds or seed funds. Substitutes are paid for by the district while teachers are out for Professional Developments. (L. Campbell, personal communication, January, 2016)

**RECOMMENDATIONS:** It is recommended that teachers receive more funding for off campus and weekend PD’s.
**Professional Learning Standard 6:** Monitors and evaluates the impact of professional learning on staff practices and student learning

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<td>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.</td>
<td>Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.</td>
<td>Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.</td>
<td>Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.</td>
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**EVIDENCE:** In the space below, provide detailed evidence supporting your rating above – At Crabapple Crossing Elementary School, the impact of professional learning is evaluated by our admin team through the use of TKES evaluations, walkthroughs, student data, Fountas and Pinnell levels, IOWA scores, GA milestone scores, lesson planning, PLC notes, and STAR scores. Fountas and Pinnell levels will be monitored 3 times per year and running records will be monitored by teachers so they can move students up in levels immediately and determine small groups (Crabapple Crossing Professional Learning Plan, 2016).

**RECOMMENDATIONS:** Adjustments needed to strengthen professional learning at Crabapple Crossing is more time for data talks.
**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.

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**Level 4 Exemplary**

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.

**Level 3 Operational**

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.

**Level 2 Emerging**

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.

**Level 1 Not Evident**

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:** In the space below, provide detailed evidence supporting your rating above – At Crabapple Crossing we have a variety of teachers who work with students of a culturally diverse backgrounds. ESOL teachers as well as special education teachers pull in and pull out of classrooms daily to assist the needs of these learners. At Crabapple Crossing teachers’ create an atmosphere of trust and acceptance for students as well as their families and this results in greater opportunity for success. We differentiate our lessons to meet the needs of our students.

**RECOMMENDATIONS:** It is recommended that our ESOL and special education teachers attend the same Professional Developments and trainings as general ed teachers.