Professional Learning Current Reality and GAPSS Review

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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

Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data

Level 3 Operational

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: Teachers begin the year by taking a needs assessment to help administrators and the technology coach know where they need to focus with each teacher. Administrators also give recommendations for each teacher to the technology coach for areas that they believe each teacher could use development. Administrators also pull data from TKES such as self evaluations, walk-through evaluations, formative, and summative evaluations to help identify other areas of possible needs. (Personal experiences, 2015-2016)

RECOMMENDATIONS: I recommend to give teachers more opportunities for feedback. An article on Edutopia suggests to have teachers set their own goals and assess the progress they have made toward those goals. It will help teachers to really be involved in the process.

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

Level 3 Operational

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 sometimes collaborate to improve individual and collective performance.	Administrators and staff rarely collaborate to improve individual and collective performance.

EVIDENCE: Westside implemented weekly PLCs three school years ago. They have been extremely successful in establishing and maintaining a culture of collaboration between administrators and staff. The PLCs have made individual and collective performance much higher. The 2015-2016 SIP says 100% of the staff will participate in at least one high quality professional learning activity for the 15-16 school year. Based on a careful analysis of the data, Westside will work to improve performance in the areas of differentiation in Math, literacy program, and iTunes U Collaborative Planning.

RECOMMENDATIONS: My first recommendation is to add a level of accountability in order to further enhance performance. This can be achieved by pairing teachers up for accountability or following up consistently with teachers about their understanding of what was presented in the PLC. My second recommendation is to get more input from teachers prior to starting/purchasing new programs that will be used. Provide a way for teachers to tell what technology they have been trying in their classroom. They can tell what worked and what did not in their action research. Allowing teachers to provide input will increase their level of ownership in the professional learning processes. The Standards for Professional Learning (2015) says, "all educators have a shared responsibility to understand and contribute to decisions about and monitor the effectiveness of resources allocated for professional learning."

Professional Learning Standard 3: Defines expectations for implementing professional learning

Level 3 Operational

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: Administrators at Westside do a good job of regularly defining expectations for the implementation of professional learning. At this time the difference between the level three and level four for Westside is it is not always communicated well how monitoring will occur.

RECOMMENDATIONS: My recommendation is to have a plan in place for how implementation of professional learning will be monitored on an ongoing basis. If teachers know the expectations and understand the process, there will be a much smoother implementation process for everyone. The Standards for Professional Learning (2015) says, "all professional learning should be evaluated on an ongoing basis for its effectiveness and results."

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

Level 3 Operational

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: Staff members at WES actively participate and are engaged in professional learning. Professional learning is presented in a multitude of ways including, but not limited to, collaborative lesson studies, analysis of student work, problem-solving, classroom observations, online networks, collaborative planning sessions, direct instruction over new technology, and data analysis. While Westside does include follow-up after professional development, it does not have **extensive** follow up steps in place to give descriptive feedback and coaching. (Mrs. Little, personal interview, 2016)

RECOMMENDATIONS: My recommendation is for the technology specialist to set up a time to meet with each teacher one on one to follow up with them about the professional learning. The technology coach will listen to the feedback the teacher has about the professional learning and provide coaching. This will provide the coach and the teacher the opportunity to have dialogue about the professional learning. "Done well, a dialogue is a profound act of mutual learning during which two or more people suspend their personal opinions for the broader purpose of finding something closer to truth than they had before their conversation" (Knight, 2007).

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

Level 3 Operational (almost 4)

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: Administrators at Westside are committed to making sure teachers receive and sustain professional learning. Teachers are given three professional learning collaboration days a year. Substitute teachers are provided for teachers on those days. (Mrs. Little, personal interview, 2016). Teachers are also provided with materials, handouts, and tools to make sure they can be as effective as possible. The administrators spend a month creating the schedule and making sure that students and teachers have the highest amount of instructional time possible. According to the 2015-2016 Westside SIP, Westside lengthened segments of instructional time for for Reading and Math to 100 minutes daily. Weekly PLCs and shared planning time allow for teachers to adequately plan collaboratively. (Mrs. Little, personal interview, 2016). Opportunities are provided for teachers to practice their skills and follow up at times, but not consistently.

RECOMMENDATIONS: My first recommendation is to have consistent opportunities for teachers to practice skills and receive follow-up. My second recommendation is to have a plan for following up with teachers to support the effectiveness of the professional learning. "Evaluation of professional learning follows a rigorous process, international standards for evaluation, and a code of ethics for evaluators" (Standards for Professional Learning, 2015)

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

Level 3 Operational

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: Professional learning at Westside is monitored and evaluated based off the impact it makes on staff practices and student learning very consistently. Once professional development is delivered, administrators spot check to see that professional learning is being used. From there, administrators use student achievement data and teacher feedback to determine how much impact the professional learning has on the achievement. (Mrs. Little, personal interview, 2016). Based off what Mrs. Little said in the interview, at this time the data gathered from evaluations is not used to identify and implement processes to extend student learning.

RECOMMENDATIONS: My recommendation is to have a monthly professional learning impact meeting. This meeting would consist of the administrators, technology specialist and teachers. The administrators and technology specialist would be able to discuss the monitoring and evaluation data with the teacher through and open line of communication. The meeting would give the team the opportunity to identify and implement further strategies to extend student learning. "To add validity and reliability to the feedback process, educators develop and use common, clear expectations that define practice so that the feedback is focused, objective, relevant, valid, and purposeful" (Standards for Professional Learning, 2015).

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 3 Operational

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: When discussing this topic with Mrs Little, Principal of Westside, she said that the majority of teachers at WES scored a level 3 (meets) or 4 (exceeds) on their TKES End of Year Summative Evaluation in the area of differentiation and setting high expectations. She said that many teachers have shown growth in this area and the teachers that did not meet or exceed will be given professional development in this area in order to ensure they have proper training on setting and communicating high expectations and differentiation.

RECOMMENDATIONS: My recommendation is to followthrough with making sure all teachers receive proper training and development in the areas of setting high expectations and differentiation. "Evaluation of professional learning includes examination of data related to inputs, outputs, and outcomes" (Standards for Professional Learning, 2015). The outcomes are defined (setting high expectations and differentiation), Westside needs to evaluate the process in which professional learning happens. Doing so will help WES reach the next level.

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