

**Centennial Place Elementary School
GAPSS Part B – Review**

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Ed.S. Instructional Technology, Spring 2014

After reviewing documents, observing daily activities and interviewing colleagues about professional learning initiatives at Centennial Place Elementary School, several characteristics have become apparent. First, school administrators are good at ensuring teachers have plenty of opportunities to participate in professional learning activities focused on strategies and content to support student learning and achievement. Second, we are less adept at providing professional learning that is ongoing and sustaining, or that is based on research about appropriate activities for adult learners. Next, there is less attention paid to evaluation of professional learning opportunities or about the effects of participation in professional learning. Finally, although professional learning opportunities are varied and frequent, and based on recommendations from teachers, for the most part these opportunities are isolated and lack procedures for providing ongoing support for teachers.

GAPSS Review Template

PROFESSIONAL LEARNING - Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.

Professional Learning Standard 1: The context of professional learning--the who, when, why and where— contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.

PL 1.1 Learning Teams

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

EVIDENCE: Teachers participate in a number of different professional communities both within and outside of school. Each grade level team meets weekly to collaboratively plan instruction, assessments and review data and to develop strategies for supporting student achievement. Collaborative work is aligned with school improvement goals and emphasizes instruction in Common Core. Teachers of art, Spanish, PE and the media specialist participate in these weekly collaborative teams. Teachers are also encouraged to participate in professional learning activities and groups through content conferences, professional associations and graduate university study.

RECOMMENDATIONS: Professional learning teams are vital to schools and teachers who engage in continuous improvement (Learning Forward, 2011) and share responsibility for student learning. Professional learning teams should be both formalized and informal, and teachers should be encouraged to reach out to other educators to foster peer-to-peer support for professional learning.

PL 1.2 Learning Community

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>There is little or no evidence that the principal, administrative team or related human resources (e.g., leadership team, coaches, central office) supports or reinforces the creation and maintenance of a learning community.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: Grade level teams meet weekly with the principal or other administrators such as testing coordinators, assistant principal, or counselor to maintain focus on student achievement. Formal documentation of these meetings is shared with other faculty members to expand shared responsibility for student learning.

RECOMMENDATIONS:

There are no formal incentive systems for participation in these meetings, although participation or taking on a leadership role is often noted on teachers' formal evaluations. There should be a formalized structure for monitoring the effect of professional learning on student achievement, perhaps by documenting implementation of strategies during formal observations. Additionally, attention should be paid to periodically evaluating the allocation of resources to support professional learning to ensure that expenditures are well spent (Learning Forward, 2011).

PL 1.3 Instructional Leadership Development and Service

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
There are few if any opportunities for teachers to participate in instructional leadership development experiences, serve in instructional leadership roles, or participate in supporting school-based professional learning.	There are opportunities for teachers to participate in preparing for and serving in instructional leadership roles and contributing to the school-based professional learning plans. However, the opportunities are limited to a small number of teachers.	There are many opportunities for teachers to serve in instructional leadership roles and develop as instructional leaders. They are highly engaged in planning, supporting, and communicating professional learning in the school. This would be enhanced if there were more opportunities for instructional leadership roles among various personnel.	A variety of teachers take advantage of opportunities to participate in instructional leadership development experiences and serve in instructional leadership roles (e.g., instructional coach, mentor, facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning.

EVIDENCE:

Teachers are encouraged to take on leadership roles. Teachers take on administrative roles during Intersession and administer state mandated evaluation surveys for TLES and TKES. The role of grade level chair rotates among teachers on grade level every semester. Teachers serving in this capacity represent their grade level colleagues on the Instructional Leadership Team which meets formally every other week. Administrators solicit teacher suggestions and input when planning for professional learning at the school. Teachers are encouraged to deliver professional learning, such as these examples, to colleagues:

Creating a Culture of Learners - CPE Session #103 (T. Bussey) 7-30-13

Organizing and Setting Up an Efficient Classroom - CPE Session #102 (K. Blythers) 7-30-13

Ethics Training - CPE Session #104 (J. Burke & L. West-Thomas) 11-13-13

Edmodo workshop – 3-25-14 (J. Burke)

RECOMMENDATIONS:

During the 2014-15 school year teachers will have the opportunity to assume formal leadership roles within their groups with stipend; these will include acting as teacher mentors, lead teachers, and group facilitator for administrative teams such as local school council, SST meetings. Instructional leadership should include mentoring between colleagues and developing and recommending off-site professional learning as well as identifying and selecting outside trainers as needed (A. Shelton, personal communication, March 25, 2014).

PL 1.4 School Culture for Team Learning and Continuous Improvement

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>There is little or no evidence of the principal and other leaders establishing ongoing team learning with clearly articulated expectations for professional learning.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: The principal and other school leaders support a culture of ongoing learning and continuous improvement. Teachers are encouraged to visit other schools to job-shadow and to participate in professional and subject-area conferences. Teachers develop and deliver professional learning to peers that include book study, data analysis and peer observations. (A. Shelton, personal communication, March 5, 2014). The principal and other leaders participate in professional learning opportunities through professional groups as well as district-offered programs and formal education leading to graduate degrees. This year several teachers from 3rd and 4th grade have visited Ron Clark Academy for full-day job-alike training.

Centennial Place Elementary School supported teachers' attending the following professional conferences, paying conference fees and providing substitute teachers for teachers attending conferences:

- Georgia Art Education annual conference October 10-13, 2013
- Georgia Math Educators annual conference, October 16-18, 2013
- Georgia Association for Health, Physical Education, Recreation & Dance annual conference October 26-29, 2013
- Georgia Music Educators Association annual conference January 29-February 1, 2014 (3 attendees)
- Georgia Science Teachers Conference (3 attendees) February 6-8, 2014
- Foreign Language Association of Georgia (FLAG) annual conference March 5-7, 2014 (3 attendees)
- ISTE - June 28-July 1, 2014,

RECOMMENDATIONS:

There should be a formal plan for encouraging ongoing professional learning. Professional Development Plans (PDP) have a negative connotation, but perhaps each staff member at all levels should develop their own professional development plan describing their personal goals for improved learning and increased growth as an education professional. Teachers should continue to be financially sponsored for professional conferences as well as for membership fees in professional associations.

PL 1.5 Job-Embedded Learning and Collaboration

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Teachers spend little or no time during the work-week learning and collaborating with colleagues to improve their use of curriculum, assessment, instruction, and technology.	Some teachers spend a small amount of time during the work-week collaborating with colleagues. However, this time is often focused on non-curricular topics and typically occurs after school.	Most teachers spend time during a workday each week collaborating with colleagues about curriculum, assessment, instruction and technology use in the classroom. This professional learning would be enhanced by allocating more time each week for job-embedded learning (e.g., lesson study, peer-observations, modeling, instructional coaching, teacher meetings).	Teachers spend a significant part of their work-week in job-embedded learning and collaboration with colleagues addressing curriculum, assessment, instruction, and technology. They receive sufficient support resources (e.g., materials, time, training) and assist with securing additional resources necessary (e.g., funding, time, technology) to sustain their learning. (NSDC Standards recommend that formal and informal job-embedded learning take place during at least 25% of educators' professional time. Such time can be devoted to lesson study, peer observations and coaching, modeling, conferencing, teacher meetings, mentoring.)

EVIDENCE: Grade-level teachers meet every Tuesday for collaborative planning and professional development. During these meetings, usually guided by a member of the administrative time, teachers plan for curriculum, instruction, assessment, technology use. District Instructional Technology Specialists or Instructional Coaches visit occasionally, often on Tuesdays, to provide professional learning or model classroom instruction as requested by teachers. Other teaching specialists (Spanish, music, art, media specialist, Challenge teachers) participate in these collaborative meetings at least once each month to ensure these classes are fully supporting classroom instruction. Minutes of meetings are shared with other grade levels and administrators to ensure transparency and facilitate additional exchange of information between grades.

Vertical teams (e.g., science teachers from each grade level) convene at least once a quarter to review standards and compare student learning on concepts across grade levels.

RECOMMENDATIONS:

Dedicated job-embedded learning time elevates the importance of continuous learning to a professional responsibility (Learning Forward, 2011). Additional job-embedded professional learning could include peer coaching and peer observation among and between grade and subject area classrooms. Formal and informal mentoring and collaborating and data review throughout each week would offer classroom teachers support for instruction. A process formalizing collaboration and mentoring could help ensure consistency throughout the school as well as guaranteeing teachers would have protected time for job embedded professional learning.

PL 1.6 Resources Support Job-Embedded Professional Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> 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.
<p>EVIDENCE: In addition to regular collaborative planning time, Instructional Specialists provided by the district visits the school twice a month and as needed to model lessons incorporating technology. When professional learning is offered during the school day, such as when a professional trainer is visiting, substitute teachers are provided to ensure no loss of instructional time. Most resources are focused on high-priority instructional goals described in the school improvement plan. Teachers also participated in job-embedded professional development provided throughout the school year by Math Solutions, Inc., funded (\$9,000.00) by the Centennial Place School Foundation Inc. (CPES, Continuous School Improvement Plan, 2013).</p>			
<p>RECOMMENDATIONS: Collaborative efforts should be more formalized, with additional support provided by on-site instructional coaches, mentor teachers and connected more formally to classroom implementation. Instructional coaches can support professional learning by modeling instruction and making resources and materials easy to use and readily available (Knight, 2007), taking some of the hard work out of implementing new instructional strategies.</p>			

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

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Fully Operational
<p>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,</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: A prime responsibility of the bi-monthly Instructional Leadership Team meetings is to review data from numerous disaggregated perspectives. At the beginning of each quarter, the ILT met to review pre/post assessment data for each academic area of focus described in our school improvement plan. Student learning accomplishments are celebrated by faculty and staff each time we receive feedback or data results from district or state sources. Student learning gains measured by regular standardized assessments such as STAR Reading and STAR Math are celebrated and reviewed with students and parents. Teachers and administrators collaboratively review student learning data by demographics, perception and process, and results are celebrated with students and teachers. Staff is also good at disaggregating and reviewing data from numerous sources and analyzing it relative to previous collected data, well as longitudinally. Grade-specific student data is not reviewed in isolation but is compared for the same groups of students at previous points in time. In December 2012 our principal led a workshop for all staff in unpacking and using student achievement data.

RECOMMENDATIONS:

Encouraging and scheduling regular Awareness Walks between classrooms and grade levels would provide teachers with valuable opportunities to observe successful teaching strategies and share information in action with little expense. Teacher participation in online professional learning groups, such as a school Edmodo group, would give teachers another avenue to share and discuss successes.

PL 2.2 Evaluating Impact of Professional Learning

<input type="checkbox"/> Not Addressed	<input checked="" type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: The principal and other instructional leader develop a plan for professional development based on input from teachers analyzing student achievement data. Teachers' knowledge and skills are improved through focus on certain long-term professional learning efforts, such as SMART™ (Systematic Multisensory Approach to Reading Training) certification training offered by Syllables Reading Center for all teachers of kindergarten, 1st and 2nd grade (CPES, Continuous School Improvement Plan, 2013).

RECOMMENDATIONS: The 2014-15 school year for Centennial Place Academy will see significant attention not only to developing and supporting long-term professional learning but also to more focused evaluation of these efforts to document change in teacher practice and school culture (A. Shelton, personal communication, March 25, 2014). Teachers need to know whether and how their implementation of new instructional practices is effective (Learning Forward, 2011). Therefore, evaluation of learning will provide information to increase the quality and effectiveness of professional learning.

PL 2.3 Interpreting and Using Research Results

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>EVIDENCE: The principal and instructional leaders interpret and share results of current educational research and compare these data with similar effects in our student population. Teachers occasionally conduct formal research among students and colleagues, typically as requirements of their graduate studies. Instructional leaders help teachers make meaning of current instructional research through professional learning discussions in regular meetings.</p>			
<p>RECOMMENDATIONS: Teachers and instructional leaders should be encouraged to share analyses of current research such as knowledge gained through professional learning activities or graduate studies. Book or article discussions could be incorporated into professional learning experiences with the intent of building understanding following reflection.</p>			

PL 2. 4 Long-Term, In-Depth Professional Learning

<input type="checkbox"/> Not Addressed	<input checked="" type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>Teachers participate in long-term (two- to three-year period), in-depth professional learning that includes a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and classroom observations). Some evidence is present of attention to enhancing teachers' content knowledge.</p>	<p>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).</p>
<p>EVIDENCE: Teachers attend multiple professional learning events on the same or related topics throughout the year and are supported in their use of learned strategies or programs. Teachers informally share results of their new practices with colleagues and occasionally with groups of teachers during faculty or team meetings. Professional learning is aligned with intended school improvement and student achievement outcomes.</p>			

RECOMMENDATIONS:

School incentives should be provided to support teachers' participation in long-term, 2-3-year-long, professional learning such as pursuing formal endorsements for mathematics, science, and gifted education. A schedule for this learning will be built into the Centennial Place Academy professional development budget for all teachers beginning with the 2014-15 school year. The school will demonstrate a commitment to maintaining all teachers' content knowledge, and compensating them fairly for achieving additional certification (J. Kinard, personal communication, March 24, 2014).

PL 2.5 Alignment of Professional Learning with Expected Outcomes

<input type="checkbox"/> Not Addressed	<input checked="" type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>EVIDENCE: The principal and instructional leaders provide teachers with opportunities for multiple workshops on the same or similar topics throughout the school year focusing on student improvement. Teachers are encouraged to implement new classroom practices and are supported by their grade level colleagues and administrators, with their experiences being celebrated at regular faculty meetings. Clear expectations for classroom implementation are communicated along with details about how those practices are aligned with school improvement goals.</p>			
<p>RECOMMENDATIONS: Formal rubrics for implementing new classroom practices will help give teachers guidelines for successful implementation. Professional learning should continue to focus on school improvement over time rather than one-shot workshop projects. Professional learning experiences should be varied and rigorous based on research about best practices for adult learning, and ensure ongoing support through coaching.</p>			

PL 2.6 Building Capacity to Use Research Results

<input type="checkbox"/> Not Addressed	<input checked="" type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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).</p>
<p>EVIDENCE: Professional learning opportunities are provided that incorporate hands-on practice of instructional strategies that teachers can immediately use in the classroom. Video and simulations are included as supporting materials when introducing new strategies to help teachers visualize what the changed classroom should look like. Teachers are different states of their careers are provided with different professional learning experiences, e.g., new teachers participate in different workshops on different topics than veteran or mentor teachers. Mentor teachers provide support to new teachers as well as to more experienced colleagues.</p>			
<p>RECOMMENDATIONS: Research about the needs of adult learners should be considered when professional learning opportunities are planned. Continued attention to different career stages of participating teachers should be incorporated into long-term professional development strategies.</p>			

PL 2.7 Knowledge about Effective Group Processes

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Teachers and administrators lack knowledge about effective group processes and/or work alone, disregarding collective responsibility for student learning.	Teachers and administrators have knowledge of stages of group development and effective interaction skills, but lack skill in group process strategies needed for productive collaborative work. As a result, colleagues work in temporary groups often encountering unresolved conflict or frustration. Technology (e.g., email, chat rooms, and websites) is used to support collegial interactions.	Teachers and administrators have knowledge and skills regarding group processes (e.g., group decision making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively. Technology (e.g., subject area networks, lesson sharing, seminars) is used to support collegial interactions.	Teachers and administrators have knowledge and skills to monitor and improve group processes (e.g., group decision-making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively in established, ongoing learning teams. Technology (e.g., online discussions, web casts, and seminars, educational blogs, listservs, downloadable resources) is used to support collegial interactions and to ensure effective and sustained implementation.

EVIDENCE: Centennial Place Elementary School enjoys a climate of trust and support. The school culture is characterized by trust, collegiality, and shared responsibility for student learning. Teachers support each other’s personal and professional emotional needs through collaboration and interpersonal relationships. Technology, such as e-mail, *Facebook* groups, *Edmodo* groups, and *Twitter* is used to support collegial interactions both within the school and in the wider school district. Limited use of webinars and podcasts, blog posts contribute to professional support.

RECOMMENDATIONS: Technology resources for professional learning create opportunities for teachers to access information and participate in global communities to expand learning opportunities (Learning Forward, 2011). Therefore, district technology filtering software that blocks teacher participation in blogs and social media as well as online professional development should be removed or relaxed to allow teachers greater freedom to participate in these technologies. When the Centennial Place Academy 2014-15 school year opens in July for pre-planning, teachers should participate in the online [Diffusion Simulation Game](#) and participate in focused online discussion to increase awareness and understanding of effective group processes.

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

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: Respect for students' and teachers' differing backgrounds is reinforced and expressed, and classroom practice draws on student strengths and experiences. Focused professional learning is provided for teachers in working with our significant population of homeless children living in transitional housing as well as meeting the needs of our students with disabilities. We provide a safe, welcoming environment for students and their families; this is evidenced by the number of neighborhood parents and older children who no longer attend Centennial Place but who visit the school to use library resources for school, work or personal learning. Parents are encouraged to visit the media center for Technology Tuesdays to use resources; formal technical support is available until 8:30am. Teachers have high achievement expectations for all students and engage in frequent communication and collaboration with parents and colleagues. Centennial Place uses a focused discipline program and expected code of conduct based on respect and responsibility that applies to all students to help them be successful students and citizens. Our school PTA assists our counselor and teachers in providing for practical needs for our homeless students, such as supplying uniforms and school supplies for new students. Regular safety drills and friendly visits from public safety officers help students and teachers feel safe. Teachers are supported and protected by administrative policy and practice from occasional angry outbursts. Inclusion of co-teaching practices ensure that students with special needs are served individually and in small groups by our interrelated teachers and paraprofessionals.

Formal professional development about meeting the needs of formally-identified special populations is provided once annually and as needed by the school social worker, school nurse, and itinerant ELL teacher.

RECOMMENDATIONS: Our discipline program needs to be revised or changed to ensure that it remains applicable and effective for older students. Additional Saturday hours and extended evening hours for the media center will allow expanded support for students' and parents' schoolwork or continuing education.

PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: Teachers participate in professional development activities to help them differentiate instruction and assessment to meet the varied needs of diverse student populations. They collaboratively plan instructional units and assessment, meeting every Tuesday to analyze data to assess student progress. Extensive tutoring and 1-on-1 support is provided for students who need additional support. Teachers have a deep understanding of subject matter and specialize when possible; instruction in grades 3-5 is departmentalized by subject. This ensures all students benefit from working with teachers who are “experts” in core content, and allows teachers to focus on a subject they love and provide more depth of instruction, instead of being generalists who may be faced with teaching a subject they are less confident about. School paraprofessionals, who support kindergarten and special education, participated in training February 1, 2014, for greater understanding about supporting instruction in the Common Core.

RECOMMENDATIONS: Specialization is more challenging in 3rd grade because transitions between classrooms are more difficult for less mature students. It is worth considering whether in 3rd grade teachers could rotate, as Spanish teachers already do, instead of students switching classes. Students in 1st and 2nd grade could experience limited departmentalization during special occasions such as holidays or Dr. Seuss’ birthday. Grade level teachers could collaboratively plan special units for these special events, with each classroom teacher focusing on one subject just for that event. Peer response efforts could be enhanced with greater communications with parents to ensure a more comprehensive team effort for instruction.

PL 3.3 Sustained Development of Deep Understanding of Content and Strategies

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input checked="" type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 <i>ongoing</i>, collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.</p>

EVIDENCE: Teachers are provided with release time and substitute teachers to participate in subject-focused professional learning whether this is offered off-site or on the campus. Work schedules are adjusted when appropriate to support teachers' participating in professional learning, for example allowing teachers to skip meetings that conflict with their personal graduate school classes. School-based professional development is targeted for specific instructional needs rather than large-scale, whole group training. When such training is offered by our school district, e.g. on teacher workdays, our principal makes the decision whether the training is appropriate for our teachers' needs, and has arranged for waivers so Centennial Place teachers can instead participate in different workshops that are specific and targeted to our school improvement plan. Teachers' professional time is respected and valued.

RECOMMENDATIONS: Long-term professional learning that further deepens content knowledge for teachers will increase student learning. In the 2014-15 school year at Centennial Place Academy, all teachers will be expected to participate in formal learning provided with no cost to them at the school site to pursue formal endorsements in mathematics, science and gifted education. Efforts will begin to ensure the school becomes a STEM-certified school and incorporates *Google for Education* programs and certification. Kindergarten, 1st and 2nd grade teachers will be certified in SMART reading instruction (A. Shelton, personal communication, March 25, 2014).

PL 3.4 Partnerships to Support Student Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input checked="" type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: Responsibility for communications with parents is shared by teachers and school administrators and supported by active PTA involvement. Monthly “Principal’s Chats” provide parents with timely information on different topics relevant to instruction; these meetings are held during the day and occasionally in the evening to encourage more parents to attend. Weekly newsletters are e-mailed to parents summarizing events and offering strategies and activities for parents to support instruction. Important communications are delivered to parents through flyers sent home with students, mail, postcards, the school website, e-mail, and text messages such as with Remind101. The student handbook and agenda used by 3rd, 4th and 5th graders gives information about school policies for attendance, dress, discipline, and transportation services. PTA meetings include informational presentations on parenting skills, resources, instructional practices and helping with homework. All parents receive “Robocalls” to communicate important reminders, such as emergency information, inclement weather, and holiday schedules. Weekly meetings during February and March 2014 focus on different aspects of the school’s conversion to K-8 charter Centennial Place Academy. Also, the school participates in a free online service, “Home-School Communication – What’s all the Commotion?” through the Harvard Family Research Project.

Parent workshops in 2013-14

- Accessing and using e-books in the classroom 2-25-14 (burke presented to 25 teachers and parents
- Project-based learning – for parents and teachers, about 35 attendees. U Borland, 2 sessions in March, 2014.

RECOMMENDATIONS: Increased communication methods using social media including Twitter and Facebook should be marketed to parents to ensure wide participation. Additional Saturday and evening hours for the media center will allow expanded support for students’ and parents’ schoolwork or continuing education, and offer a time and venue for additional parent education sessions. Remind101 service should be expanded; currently it is used by individual grades or teachers. The Parent University should be reactivated offering regularly scheduled workshops to help parents learn how help students with specific subjects, such as reading skills or math homework. Teachers should be able to schedule conferences later in the evening or on Saturday to better match the schedules of working parents.

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