**Jamey Bearden**

**ITEC 7460**

**Assignment 1: Current Reality and GSAPS Review Rubric**

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**  **x 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: In the space below, provide detailed evidence supporting your rating above – I rate DCHS as operational because we use a variety of data to identify needs of professional learning. However I feel that we could use more sources of data (process data, perception data from students, staff and families, as well as teacher and leader effectiveness data and action research data). I also feel that the follow-up process could be more beneficial and meaningful through better use of PLCs. | | | |
| RECOMMENDATIONS: Use more types of data to identify areas of need of Professional Learning, use PLCs to make follow-up more meaningful and effective. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Learning Standard 2:** Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance | | | |
| **Level 4**  **Exemplary** | **Level 3**  **X 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: We collaborate via Wednesday workshops and within departments. We receive info via newsletters and email. | | | |
| RECOMMENDATIONS: Communication and collaboration could be improved through implementation of all steps of this process. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Learning Standard 3:** Defines expectations for implementing professional learning | | | |
| **Level 4**  **Exemplary** | **Level 3**  **X 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: Expectations are defined, however implementation process is sometimes lacking. | | | |
| RECOMMENDATIONS: Details of implementation process ( maybe a suggested timeline or plan) could be given so that teachers have an idea of expectations. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Learning Standard 4:** Uses multiple professional learning designs to support the various learning needs of the staff | | | |
| **Level 4**  **Exemplary** | **Level 3**  **X 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: We do participate in a variety of professional learning and all staff member participate. I think that we can improve the multiple designs portion, as we do not actively do much in the areas of action research and problem-solving sessions. | | | |
| RECOMMENDATIONS: We need to use more multiple design principles to better incorporate more effective professional learning sessions and outcomes. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Learning Standard 5:** Allocates resources and establishes systems to support and sustain effective professional learning | | | |
| **Level 4**  **Exemplary** | **Level 3**  **X 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: Resources are allocated for in-house training and also training through RESA. Subs are provided if necessary, along with collaborative time. | | | |
| RECOMMENDATIONS: Individualized stipends or departmental stipends are not readily available and again, we need to do a better job with feedback and follow-up. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Learning Standard 6:** Monitors and evaluates the impact of professional learning on staff practices and student learning | | | |
| **Level 4**  **Exemplary** | **Level 3**  **X 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: The monitored implementation is mainly in teacher observations. | | | |
| RECOMMENDATIONS: Although feedback is given, there needs to be more specific feedback and suggestions in relation to professional learning opportunities and meeting students’ needs. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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**  **X 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: Administration and staff do an excellent job creating a positive and safe learning environment for students that is learner-focused. High achievement expectations are clearly defined in daily activities and also in the types of classes offered (several AP and advanced level classes). | | | |
| RECOMMENDATIONS: More collaboration and feedback could be offered to support these learning environments. | | | |