Technology and Professional Learning Project

Kennesaw State University

ITEC 7460

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ITEC 7460

A1: PROFESSIONAL LEARNING CURRENT REALITY/GAPSS Review:

1. **Part A**

   1. *What is the vision for the use of technology in your school? (PSC 1.1)*

      The vision for technology us in the school is to continue to find resources and technology that will increase teacher learning, student learning and student engagement. This interview question is supported by the Professional Learning Standard Resources which states that professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources of educator learning. (K. B. Page, personal communication, September 14, 2011)

   2. *How are the professional learning needs identified in your school? Are they data driven? (PSC 5.1)*

      The professional learning needs are identified based on needs assessments done by our technology committee.   The needs are identified on an individual, grade level, small group, and school wide basis. It is data driven in some cases. In the SIP Plan, there is a Staff Needs Assessment Survey. This survey includes the staff's assessment of the following areas; the SIP's clear mission and goals, the school's high expectations for student achievement, the focus on teaching and learning, capable leadership, the school council, parent/community involvement with the school educational programs, the assessment of students, staff, and programs to evaluate effects on instruction, school safety, staff effectiveness and professional development, and effectiveness of facilities and technology. The summary of the current

status of these ten characteristics is used to identify areas of strength and areas which are in need of improvement.

After the needs assessment is completed, the administration and the technology committee or data management or leadership team research various solutions to improve these needs. This interview question is supported by the Professional Learning Standards Data which states that professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. (K. B. Page, personal communication, September 14, 2011)

3. *What forms of professional learning are provided in your school? (study groups, learning teams, book studies, workshops, mentoring, peer observations, coaching, examining student work using protocols, lesson planning, etc.) Is it mainly individual or collaborative? Explain. (PSC 5.2)*

There are a variety of learning opportunities both by individuals and in groups—vertical teams, workshops attended by individuals and small groups, peer observations, common team planning times, and half day planning times. This interview question is supported by two Professional Learning Standards; Learning Communities which states that professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. The second standard, Leadership, which states professional learning that increases educator effectiveness and results for all students

requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. (K. B. Page, personal communication, September 14, 2011)

4. *What types of technology-related professional learning have been offered at your school within the last year? (Ex: whiteboards, wikis, blogs, etc.) (PSC 5.2)*

Teachers have been given the opportunity to participate in Aspen grade book training, SOLO (software for writing assistance), SuccessMaker Report interpretation, Sharepoint webpage training, online resources available to our district, and interactive whiteboard training, which includes voting response devices and Internet safety for students. This year teachers also have available PD360 which is an online professional development site which gives teachers access to videos and other materials to support classroom instructional strategies and content. This interview question is supported by this Professional Learning Standard Learning Designs which states that professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. (K. B. Page, personal communication, September 14, 2011)

5. *What type of follow-up support is provided AFTER a professional learning session in order to help teachers master new strategies and content and integrate them into their classroom practice? (PSC 5.2)*

All educators and staff have the ability to ask for additional help or remediation either formally through the technology database or informally through email to our trainers. This interview question is supported by this Professional Learning

Standard Implementation which states that professional learning that increases educator effectiveness and results for all students apply research on change and sustain support for implementation of professional learning for long term change. (K. B. Page, personal communication, September 14, 2011)

6. *Is the professional learning aligned to the school improvement goals? If so, how? (PSC 1.2)*

Yes, professional learning is aligned to the school improvement goals. For example, we need to improve Math scores, so, teachers have been attending workshops (technology based and otherwise) to learn new strategies. Marcy Cook is one of the math workshops we have attended. Knox Elementary also incorporates IXL Math into our daily technology usage across the grade levels. This interview question is supported by this Professional Learning Standard Outcomes which states that professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. (K. B. Page, personal communication, September 14, 2011)

7. *How is professional learning funded in your school? (PSC 1.3)*

Professional learning funds have been cut drastically the last two years. For example, a school our size only received $525.00. Therefore, PTA funds have become a valuable asset to the local school. Professional development is critical to the effectiveness of a school's success. This interview question is supported by this Professional Learning Standard Resources which states that professional learning that increases educator effectiveness and results for all students

requires prioritizing, monitoring and coordinating resources of educator learning. (K. B. Page, personal communication, September 14, 2011)

8. *What are the incentives for teachers to participate in professional learning and to improve their practice? (PSC 1.3, 1.4)*

Teachers want to increase student achievement! This interview question is supported by this Professional Learning Standard Outcomes which states that professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. (K. B. Page, personal communication, September 14, 2011)

9. *Is professional learning offered that assists teachers in working with students with special needs and those who come from culturally and linguistically diverse backgrounds? If so, describe. (PSC 4.3)*

Yes, professional learning is available for any teacher or staff who needs a specific kind of professional learning to support a student/s in their class. Classes are offered through our district professional development department. As an example, several of our paraprofessionals just attended autism training. This interview question is supported by this Professional Learning Standard Learning Communities which states that professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. (K. B. Page, personal communication, September 14, 2011)

10. *In what types of collaborative school-wide professional learning teams do teachers participate? How are these related to the school improvement plan? (PSC3.7)*

   Every teacher is part of a vertical team. The teams include a data management team, a reading/language arts/writing team, a math team, a RTI (Response to Intervention) team, a science/social studies team, a media/technology team and a safety team. These teams set the goals and provide the data for our SIP. These teams meet once a month. This interview question is supported by this Professional Learning Standard Learning Communities which states that professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. (K. B. Page, personal communication, September 14, 2011)

11. *How is the impact of professional learning on teacher practice and student learning <u>evaluated</u>? In other words, how do you know whether the professional learning is translated into practice? How do you know if the professional learning improves student learning? (PSC 5.3)*

   Teacher practice is evaluated through administration observations and evaluation of test data. Student learning is evaluated through data from various technology programs (Successmaker, Write to Learn, and IXL Math) and through test scores. Besides hard core data, evidence that professional learning is improving student learning can be seen in the quality of the work being completed by the students. This interview question is supported by the Professional Learning

Standard Data which states that professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. (K. B. Page, personal communication, September 14, 2011)

II. <u>Part B</u>

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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.*
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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.**
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PL 1.1 Learning Teams
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<tr>
<td align="center">☐ **Not Addressed**</td>
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<td align="center">☑ **Operational**</td>
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<td>Teachers do not participate in learning teams or meet regularly to plan for instruction.</td>
<td>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.</td>
<td>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.</td>
<td>All teachers participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, and monitor student progress). The collaborative work is aligned with the school improvement goals.</td>
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EVIDENCE:
At Knox Elementary School, teachers meet regularly once a week in grade level teams to plan for instruction, to examine student work and to monitor student progress. Their instruction plans are clearly aligned with the school improvement goals These same groups also meet once a quarter for half day planning sessions to collaborate using the county based curriculum maps to plan for the next nine weeks of instruction.
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RECOMMENDATIONS:
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PL 1.2 Learning Community

☐ Not Addressed	☐ Emergent	☑ Operational	☐ Fully Operational
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.	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.	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.	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.

EVIDENCE:
The learning community of the school is operational in that the administration is supportive of teacher and student learning. However, the monitoring of the impact of teacher and student learning on school improvement goals and student achievement is lacking.   There is no evidence except for administrative yearly observations and test scores.

RECOMMENDATIONS:

PL 1.3 Instructional Leadership Development and Service			
☐ **Not Addressed**	☑ **Emergent**	☐ **Operational**	☐ **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, and facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning.

EVIDENCE:
There are a variety of learning opportunities for individuals to prepare and serve in instructional leadership roles such as vertical teams, workshops, peer observations, and common team planning times. However, the opportunities are often for a select group, usually the members of the Data Management/Leadership team. These are the teachers that are chosen to lead groups and attend workshops. They then come back and redeliver to their team members and/or the staff.

RECOMMENDATIONS:
A different group of teachers could be chosen each year to prepare and serve in instructional leadership roles or teachers who are interested could volunteer and the administration could choose from those interested in participating.

PL 1.4 School Culture for Team Learning and Continuous Improvement			
☐ **Not Addressed**	☑ **Emergent**	☐ **Operational**	☐ **Fully Operational**
There is little or no evidence of the principal and other leaders establishing ongoing team learning with clearly articulated expectations for professional learning.	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.	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.	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.

EVIDENCE:
Based on the fact that the school's vision is to continue to find resources that will increase student engagement and learning, the administration supports an ongoing team learning and improvement. However, there is no clear plan for this professional learning in the school improvement plan.

RECOMMENDATIONS:
A professional learning plan could be added to the school improvement plan.

PL 1.5 Job-Embedded Learning and Collaboration			
☐ **Not Addressed**	☑ **Emergent**	☐ **Operational**	☐ **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: Weekly grade level meetings focus on collaborating with colleagues about RTI (Response to Intervention) plans for their students and communication of general school information which is non-curricular. Some grade levels meet during planning and some meet after school. Most curriculum, assessment, instruction, and technology use in the classroom collaboration is done during quarterly half day planning times.			

RECOMMENDATIONS:
An additional weekly grade level meeting should focus just on curriculum planning and classroom collaboration.

PL 1.6 Resources Support Job-Embedded Professional Learning			
☐ **Not Addressed**	☐ **Emergent**	☑ **Operational**	☐ **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.

EVIDENCE:
Teachers have numerous opportunities for professional learning that supports the school improvement goals, but there isn't anything that measures directly the classroom implementation, teacher learning or student achievement and how it relates to this job-embedded professional learning.

RECOMMENDATIONS:

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			
☐ **Not Addressed**	☐ **Emergent**	☑ **Operational**	☐ **Fully Operational**
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,	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.	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.	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.

EVIDENCE:
Teachers and administrators at Knox Elementary collect and process data four times a year to revise classroom instructional strategies. The data is collected from Successmaker Math and Reading score results, a quarterly district benchmark test for math and reading, and AIMSWEB reading and math results. Writing data is compiled from the Write to Learn and a quarterly district benchmark test for language arts. Accomplishments and results are not shared until the end of the school year.

RECOMMENDATIONS:

PL 2.2 Evaluating Impact of Professional Learning			
☑ **Not Addressed**	☐ **Emergent**	☐ **Operational**	☐ **Fully Operational**
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.	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.	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.	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.
EVIDENCE: The only evidence of the impact of professional learning is limited to teachers' satisfaction surveys at the end of a professional learning course. This does not give any evidence on how this learning impacts teacher learning or student learning.			

RECOMMENDATIONS:
A more thorough comprehensive evaluation plan for any professional learning should be included as part of the program.

PL 2.3 Interpreting and Using Research Results

☐ Not Addressed	☑ Emergent	☐ Operational	☐ Fully Operational
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.	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.	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.	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.

EVIDENCE:
The administration and members of the technology or data management/leadership team study and review educational research to support the needs of the school improvement plan. Then, the results of this research are presented to the staff for review.

RECOMMENDATIONS:
This could also be done by various teachers within the school to give more teachers the opportunity to research and discover new learning strategies to support student achievement.

PL 2. 4 Long-Term, In-Depth Professional Learning			
☐ **Not Addressed**	☑ **Emergent**	☐ **Operational**	☐ **Fully Operational**
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.	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.	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, and problem solving sessions, curriculum development, coursework, action research, and classroom observations). Some evidence is present of attention to enhancing teachers' content knowledge.	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).

EVIDENCE:
At this time, teachers are attending workshops that support the implementation of new programs, but there are no follow-ups designed to know the extent of the teacher's understanding or how the program/s are being monitored for teacher implementation and student learning achievement.

RECOMMENDATIONS:

PL 2.5 Alignment of Professional Learning with Expected Outcomes			
☐ **Not Addressed**	☑ **Emergent**	☐ **Operational**	☐ **Fully Operational**
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.	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.	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.	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.

EVIDENCE:
There are multiple workshops offered on the same topic, but it is not discussed what the expectations are for this implementation. Teachers are receiving limited school-based support for implementing these new classroom practices. All activities are generally aligned with the school improvement plan.

RECOMMENDATIONS:
Expectations should be developed on how these new learning strategies will be implemented in the classroom and how they will be evaluated.

PL 2.6 Building Capacity to Use Research Results			
☐ **Not Addressed**	☑ **Emergent**	☐ **Operational**	☐ **Fully Operational**
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.	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.	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.	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).

EVIDENCE:
The professional development that is made available to the teachers is research based and supports our school improvement goals. However, the training does focus on the "how to" rather than how to implement it into your current classroom and evaluate the results of that implementation.

RECOMMENDATIONS:

PL 2.7 Knowledge about Effective Group Processes			
☐ **Not Addressed**	☑ **Emergent**	☐ **Operational**	☐ **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:
Most of our teachers' collaborative work is done in grade level planning, vertical team meetings and half day planning. There is no evidence of email, chat room or website support.

RECOMMENDATIONS:
Each teacher could join a professional learning community.

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

☐ **Not Addressed**	☐ **Emergent**	☑ **Operational**	☐ **Fully Operational**
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.	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 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 (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.

EVIDENCE:

The mission of our school is to provide a safe, secure and positive environment for all students to succeed. The mission also includes the plan to challenge each individual student to excel to their fullest potential in all areas. All students are provided equal access to all resources to support this mission.

RECOMMENDATIONS:

PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies

☐ **Not Addressed**	☐ **Emergent**	☑ **Operational**	☐ **Fully Operational**
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.	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.	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.	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.

EVIDENCE:
Teachers plan during quarterly half day planning times rigorous interdisciplinary units aligned with GPS standards and our district curriculum content maps. All teachers have received Learning Focused training and their lesson plans and classrooms reflect their instructional strategies for each lesson.

RECOMMENDATIONS:

PL 3.3 Sustained Development of Deep Understanding of Content and Strategies			
☐ **Not Addressed**	☑ **Emergent**	☐ **Operational**	☐ **Fully Operational**
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.	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.	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.	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 *ongoing*, collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.

EVIDENCE:
Teachers are required to collaborate with their grade level teams to support new and existing teaching strategies. They are also encouraged to ask for additional assistance, if needed, for follow-up technology training. Teachers are encouraged to attend district-based professional development focused on content, pedagogy and assessment. One of the opportunities provided by the district is access to PD360 which is a professional development site which includes videos and materials which support instructional strategies and content.

RECOMMENDATIONS:
PD360 is a new program that teachers will be referred to by the administration during the teachers' evaluation to use as a resource to improve their learning and teaching implementation. All teachers are given an overview of the site by a school representative. They are also given a login, so they can utilize the site on their own to support their classroom instruction, even if there administration does not refer them during their evaluation.
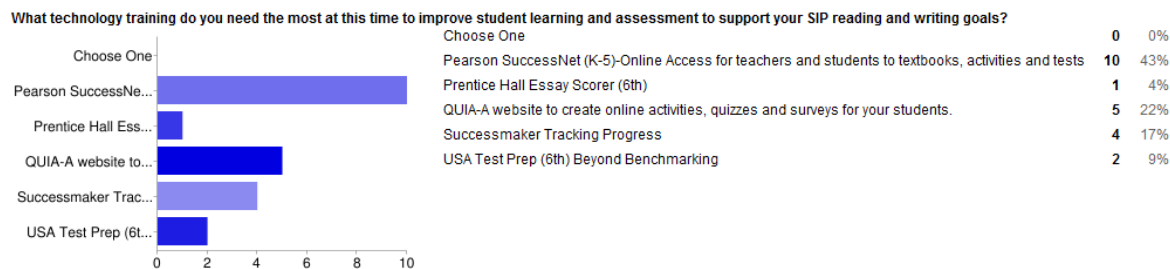
PL 3.4 Partnerships to Support Student Learning

☐ **Not Addressed**	☐ **Emergent**	☑ **Operational**	☐ **Fully Operational**
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.	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.	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.	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.

EVIDENCE:
There is a school council committee that includes parents and business leaders from the community. This committee meets quarterly to review and give input to the school improvement plan. They also receive NCLB, AYP and other legislative updates. They communicate with our partners in education. Other school information is communicated through weekly curricular classroom newsletters on teacher websites, as well as the school website.

RECOMMENDATIONS:

A2 - NEEDS ASSESSMENT

For this needs assessment survey, I included eight questions relating to various technology training opportunities available to the teachers that would support their school improvement plan. The questions included training options for math and reading, lesson preparation, and webpage revision. I also surveyed them on when they would prefer training and asked what other suggestions or comments they had concerning their technology training options.
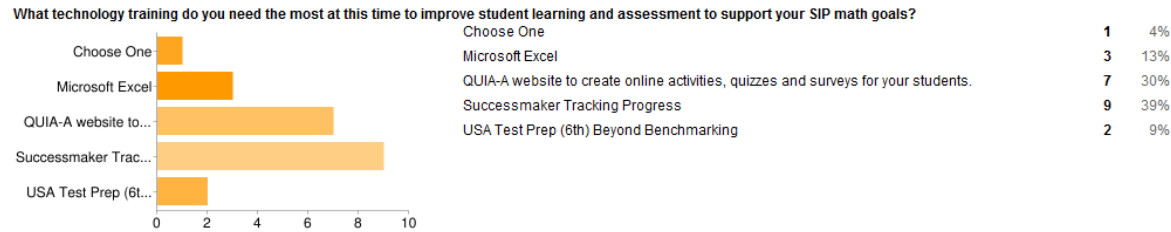
I prepared the survey in Google documents and posted it on my website.   Then, I sent an email that included an explanation and a link to the survey. I had twenty-two teachers to respond to the survey.

The first survey question was in relation to which training they needed most to support their school improvement plan reading and writing goals. The majority of the teachers chose the Pearson SuccessNet (K-5) and Essay Scorer (6). These online programs go along with our reading series and are available at school and home. QUIA was the next most requested training. QUIA is an online subscription we have that teachers can use to create quizzes and activities for their students.

What technology training do you need the most at this time to improve student learning and assessment to support your SIP reading and writing goals?

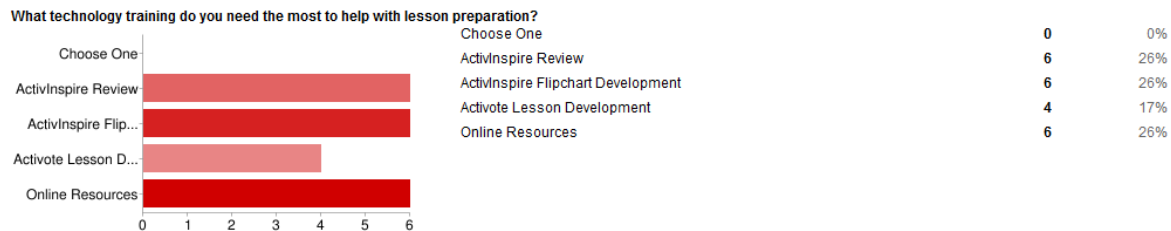| Response	Count	Percent
Choose One	0	0%
Pearson SuccessNet (K-5)-Online Access for teachers and students to textbooks, activities and tests	10	43%
Prentice Hall Essay Scorer (6th)	1	4%
QUIA-A website to create online activities, quizzes and surveys for your students.	5	22%
Successmaker Tracking Progress	4	17%
USA Test Prep (6th) Beyond Benchmarking	2	9%

Technology and Professional Learning Project

The next survey question was in relation to which training they needed most to support their school improvement goals for math. The majority of the teachers chose the Successmaker tracking progress training and QUIA for math.

What technology training do you need the most at this time to improve student learning and assessment to support your SIP math goals?

Choose One	1	4%
Microsoft Excel	3	13%
QUIA-A website to create online activities, quizzes and surveys for your students.	7	30%
Successmaker Tracking Progress	9	39%
USA Test Prep (6th) Beyond Benchmarking	2	9%

The next survey question was in relation to lesson preparation. I gave them the options of ActivInspire (interactive whiteboard software) Review, Development of ActivInspire Flipcharts, Activote lesson development, or our district Online Resources overview. The results were spread equally throughout the options.

What technology training do you need the most to help with lesson preparation?

Choose One	0	0%
ActivInspire Review	6	26%
ActivInspire Flipchart Development	6	26%
Activote Lesson Development	4	17%
Online Resources	6	26%

The next survey question included an open ended question which asked them what additional technology they were interested in learning about that they would like to integrate with their students' curriculum. The majority of the requests involved integrating movie production with their students.

The next survey question asked if they needed assistance with their sharepoint class website. The results showed that half of the teachers that responded needed assistance. The results of the question concerning when they prefer training, during planning or after school, the majority said during planning times. I also asked whether they would be interested in an online technology course and the results were 52% yes and 43% no.

The last question asked for any suggestions or comments that they had concerning their technology training. Most of their suggestions included trainings held at school and during planning are more convenient. They liked these type of trainings because the training is more personalized as oppose to a large group.

I plan on sharing the results of the survey with the technology committee at Knox Elementary and the admininstration. With their input and the results of the survey, we will make plans for the technology training for the rest of the year.

A3 - PROFESSIONAL LEARNING PLAN

School Improvement Goal:	Student performance in Reading for At-Risk Students will increase and be measured by 1)collecting, 2) analyzing and 3) using data for making informed decisions about improvement needs in the area of Reading. A minimum of 95% of students in kindergarten will be ready for first grade at the end of the 2011-12 school year. A minimum of 95% of students in first and second grade will meet expectations in Reading on the 2012 CCSD quarterly curriculum assessments. No less than 86.7% of all at-risk students in third through six grade will "meet" or "exceed" expectations in Reading on the Spring 2012 GCRCT.
Professional Development Goal:	1. Each teacher will attend an ActivInspire workshop and a Pearson SuccessNet Reading workshop. 2. Each teacher will create and implement three multi-disciplinary standards based units for the 2011-12 school year using ActivInspire software and the Pearson SuccessNet Reading program online subscription.

Strategies	Action Steps	Person Responsible	Timeline	Resources Needed/ Budget
Strategy 1: Standards in Practice	1. Teachers will attend workshops after school in professional learning groups to be trained on ActivInspire and Pearson SuccessNet Reading online program. 2. After initial workshops are complete, the team will identify the standards and the levels of Bloom's Taxonomy that apply to the unit. 3. The team creates task-specific scoring	1. Instructional Technology Specialist 2. Professional Learning team teachers	1. Workshops will be conducted after school during the second nine weeks of school in professional learning groups. 2. Professional	No funding needed.

	guides/rubrics for the unit based on the standards. 4. Teachers will meet with professional learning communities to create their standards based unit for the 3rd nine weeks of school.		learning teams will meet weekly to develop standards based units.	
Strategy 2: Classroom Walkthroughs	1. Professional learning communities will determine the conditions of the walk-through. They will decide who and how often walk through will occur. They will also decide what they will be observing so everyone will know what to expect. 2. Professional learning communities will also outline possible reflective questions for after the observation.	1. Professional Learning team teachers and Administration	1. Professional learning teams will conduct and participate in weekly classroom walkthroughs.	No funding needed.
Parent & Community Involvement: *Describe how you will communicate the professional learning plan to parents and the larger community. Include how you might involve them in its implementation.*	1. The school's mission in relation to these professional learning goals will be posted on the school website, discussed at curriculum nights, and in class newsletters. 2. Parents and community members will be notified about the new online Reading program and how their students can access it through class newsletters and the school website. 3. Parents, community members, and business partners will be invited in weekly to read to classes and to attend student reading presentations.			

A4 - PROFESSIONAL LEARNING SESSION

Learning Objectives Strategy 1-Standards in Practice	1. Teachers will attend workshops after school in professional learning groups to be trained on ActivInspire and the Pearson SuccessNet Reading online program.

The NETS-T Standards that support these professional learning sessions.	2. Design and Develop Digital-Age Learning Experiences and Assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:
	    a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
	    b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
	    c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
	    d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching
	3. Model Digital-Age Work and Learning-Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
	    a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
	    b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
	    c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and

	formats
	d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
Materials Needed:	1. Teacher laptops or desktops 2. Grade level Access codes for Pearson SuccessNet 3. Class lists 4. Internet access
Location and Time	Grade level lead teachers' classrooms during grade level planning. Three thirty minute sessions will be conducted over a time period of three weeks.
Promotional Materials	Promotional Flyer will be emailed to teachers in addition to a calendar invite for the professional learning sessions.
Step by Step Instructional Process	Learning Session One-In this session, the teachers will access the Pearson SuccessNet Reading online site and create their account. They will input access codes in order to assign their students reading, science and social studies textbooks. Access codes for each grade level are on our district curriculum intranet site, but for this learning session I will have the handouts available for each grade level. They will also setup classes and enroll their students. The class groups will enable the teachers to assign activities, leveled readers and tests to their students. Learning Session Two- During the second learning session, the teachers will explore the lesson planner and the leveled reader database within the Pearson SuccessNet site. They will find activities and leveled readers within the Pearson SuccessNet site to assign to their students. They will also learn how to create a test or assign one from the Test Bank, which supports their reading series. Learning Session Three- During the third learning session, teachers will review how to create a standards-based flipchart. We will review adding links within their flipchart, using the Magic Ink, creating containers, and other special effects. During this session, they will begin to develop the multi-disciplinary standards-based unit flipchart that they will complete during their follow-up professional learning communities session. During their follow-up professional learning community sessions, they will collaborate with teachers in other grade

	levels to complete their flipcharts.
Assessment/Evaluation Methods	Teachers will complete the course evaluation at the end of the third learning session.
Online Component	This link to the online component contains a link to my prezi presentation, How to Handouts, the Promotional Flyer and the Evaluation link.

A5 - EVALUATION PLAN

Evaluation Level	Actions/Tasks	Timeline	Resources/ Budget	Typical Data Collection Methods	How will the information be used? Disseminated?
1. Participants' Reactions	Questionnaires administered at the end of each training session. These questionnaires will be used to measure initial satisfaction with the training experience.	Administered at the end of the training	In-house training, no cost	Google Survey	This information will be used to improve program design and delivery. The information will be disseminated to the Technology Advisory Committee, Administration and the Leadership team.
2. Participants' Learning	Electronic files Simulations Demonstrations Participant portfolios This information will be used to measure new knowledge and	Bi-monthly files, simulations or demonstrations and portfolio entries to last two years minimum	In-house support, no cost	Each teacher will be assigned a peer to fill out a rubric on each task to measure new knowledge and skills.	This information will be used to improve program content, format, and organization. The information will be disseminated to the Technology

Evaluation Level	Actions/Tasks	Timeline	Resources/ Budget	Typical Data Collection Methods	How will the information be used? Disseminated?
	skills of participants.				Advisory Committee, Administration and the Leadership team.
3. Organization Support and Change	Questionnaires Focus Group Interviews This information will be used to measure the organization's advocacy, support, accommodation, facilitation and recognition.	Monthly questionnaires, focus group interviews to last two years minimum	In-house support, no cost	Professional learning communities will meet monthly to discuss questionnaire results and conduct focus groups interviews	This information will be used to document and improve organizational support and to inform future change efforts. The information will be disseminated to the Technology Advisory Committee, Administration, the Leadership team and the Faculty.
4. Participants' Use of New Knowledge or Skills	Focus Group Interviews Participant portfolios Structured and Non-structured	Monthly focus group interviews to last two years minimum	In house, no cost	Professional learning communities will meet monthly to conduct focus groups interviews on participant portfolios.	This information will be used to document and improve the implementation of program content.

Evaluation Level	Actions/Tasks	Timeline	Resources/ Budget	Typical Data Collection Methods	How will the information be used? Disseminated?
	Observations This information will be used to measure the degree and quality of implementation.			Partners will complete rubrics for structured observations.	The information will be disseminated to the individual teachers, their peer partners and the Administration.
5. Student Learning Outcomes	Focus Group Interviews Student records Focus Group Interviews This information will be used to measure student learning outcomes: cognitive, affective, and psychomotor.	Monthly focus group interviews to last two years minimum	In-house, no cost	Professional learning communities will meet monthly to conduct focus groups interviews to discuss student learning outcomes.	This information will be used to focus and improve all aspects of program design, implementation, and follow-up, and to demonstrate the overall impact of professional development. This information will be disseminated to all members of the faculty and administration.

References

Learning Forward. (2011). *Standards for Professional Learning 2011*. Retrieved from Learning Forward website:

    http://www.learningforward.org/standards/standards.cfm