

IMPLEMENTATION RESOURCE

Building Capacity through Best Practices



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Introduction

Implementation Resource: Building Capacity through Best Practices

The Implementation Resource (IR) is a collection of best practices that aid in the effective implementation of the School Keys: Unlocking Excellence through the Georgia School Standards. This document was created to support schools in their continuous improvement efforts. The IR is a companion tool to the School Keys and the Georgia Assessment of Performance on School Standards (GAPSS).

The IR was developed in a collaborative process involving over 50 Georgia educators. It is organized by the eight strands of the School Keys: Curriculum; Assessment; Instruction; Planning and Organization; Student, Family, and Community Involvement and Support; Professional Learning; Leadership; and School Culture. The IR includes performance actions, artifacts, and evidence to support the fully operational definition described under each standard of the School Keys. The performance actions provide all Georgia schools with a collection of strategies to support continuous improvement. The performance actions offer a view into what highly-effective, standards-based schools look like. While the performance actions are numbered, this does not indicate a sequence of actions to follow; it indicates choices. Each action is followed by recommended artifacts and evidences that reflect the specific action. An artifact is something tangible resulting from an action, such as a curriculum map generated by a group of teachers. Evidence is proof that the action happened in a deep and meaningful way and usually involves impact on student learning.

We view the Implementation Resource as a living document that will continue to update and improve as time goes on with the help of Georgia's schools. It is the desire of the Division of School and Leader Quality that Georgia's public schools share their successful actions with the resulting artifacts and evidence for recognition and incorporation in the Implementation Resource. We look forward to the coming years as schools share their actions with us for incorporation into this resource.

Curriculum Strand
A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.

Curriculum Standard 1: The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Quality Core Curriculum or Georgia Performance Standards (based on phase-in plan).

Fully Operational 1.1:

All written curriculum documents fully align with all of the GPS and serve as useful guides for instructors to ensure that students know, do, and understand requirements for each subject area, for each grade level and grading period.

Performance/Action 1

Content area teachers and instructional leaders study the Georgia Performance Standards in collaborative groups in order to:

- know the concepts and skills required in the standards and elements
- become familiar with vertical standards and elements
- understand the rigor and performance required through the language of the standards
- reach consensus on mastery of the standards and develop sample performance tasks
- predict challenging concepts, skills and performance requirements for students in order to select appropriate resources and strategies
- outline topics of professional learning that will be needed by teachers to strengthen instruction for new or challenging standards

This performance action is an essential prerequisite to developing curriculum maps and units. Teachers are not asked to write units until the standards are clearly understood. Content consultants may be asked to provide professional learning over time to ensure understanding of standards before unit development begins. This study of the curriculum is planned yearly for those teaching a new grade level or subject.

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Professional learning plans ✓ Teacher meeting agendas/minutes 	<p>Teachers can explain the language used in the standards and the performance actions that will be required by students. Teachers can discuss vertical differences in standards within a content area.</p>

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Performance/Action 2

The leadership provides staff with current research and samples of various curriculum maps and units. The Georgia School Frameworks are reviewed. See the Georgia Department of Education Curriculum Frameworks at the www.georgiastandards.org website. Discussions are held to clarify the purpose and expected use of the curriculum maps and units prior to beginning any curriculum development. Curriculum maps and units are used to:

- Clearly communicate the curriculum plans for each subject to all teachers.
- Outline a sequence and time-frame for teaching the curriculum.
- Provide all instructional staff, including special education teachers and media specialists, with a framework so they may all support the instructional school-wide plans.
- Inform administrators of the sequence of classroom instruction so they can support the plans through observations, planning, teacher and student conferences, and resources.
- Align teacher meetings agendas and study group topics with the curriculum implementation sequence.
- Provide a curriculum framework so that all parents are informed of subject area goals and ways they may support instructional plans.
- Allow administrators to improve budget planning for resources and professional learning needs.
- Inform the organization of resource rooms to meet implementation needs.

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Research ✓ Sample curriculum maps/units ✓ Charts listing purposes of curriculum maps and units 	<p>Teachers, support staff, and administrators know the purpose of curriculum maps and units and the categories of information the documents should contain.</p>

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Performance/Action 3

Teachers participate in developing curriculum maps that provide the sequence of concepts, standards, and skills, and the time periods for teaching the content. Designated check points using performance tasks, formative and summative assessments should be clear. A scope and sequence process or checklist is used to ensure that every element and standard will have designated instructional times within the maps. Some standards and elements require spiraling in the map design. Curriculum maps may reference resources. This is a local decision.

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Curriculum maps ✓ Teacher meeting agendas/minutes ✓ Study group topics/next steps ✓ Interrelated content projects ✓ Parent newsletters ✓ Formative assessments ✓ Benchmark assessments 	<p>The Georgia Performance Standards, Georgia Frameworks, or additional sample maps, units, performance tasks or common assessments are readily available to teachers as they develop curriculum documents.</p> <p>Teachers are using the curriculum maps to sequence lessons. Vertical and horizontal teacher teams are familiar with grade level content maps and can articulate how they are utilizing them. Study groups are held to strengthen instructional plans and concepts of the standards outlined in the maps.</p>

Performance/Action 4

Various templates utilizing a design for unit development are reviewed and teachers collaboratively select a template for use. Template designs include, but are not limited to examples from McTighe and Wiggins, *Understanding by Design*, Ainsworth's, *Power Standards*, etc. The Georgia Department of Education's Curriculum Framework is an example of units utilizing a common design. (See georgiastandards.org) A critical component of units are sample performance tasks, and formative and summative assessments to clearly communicate what students should know, understand and be able to do as required by the standards. Performance tasks articulated within units, aid teachers in requiring the same level of rigor from class to class.

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Subject area units ✓ Theme/concept-based units 	<p>Teachers in like content areas understand and consistently use a common design for unit development. Performance tasks aligned to standards and other assessments are included within the units. The expectations of mastery of the standards within a subject or grade level are consistent in all classrooms. (See Performance Action 1.</p>

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Performance/Action 5

Teachers revise local curriculum maps/units annually to reflect the GPS phase-in plan and yearly improvement modifications.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Revised curriculum maps✓ System’s professional learning schedules✓ School’s professional learning schedule✓ Teacher meeting agendas/minutes✓ System’s master schedule✓ School’s master schedule	<p>Teachers can articulate the significance of changes that are made to the curriculum maps.</p> <p>A scope and sequence or verification that all standards and elements are included in the units is available.</p>

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Curriculum Standard 1: The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Quality Core Curriculum or Georgia Performance Standards (based on phase-in plan)

Fully Operational 1.2:

The overall curriculum is carefully and fully aligned with horizontal elements supporting the GPS and vertical elements preparing students for growing levels of standards mastery.

Performance/Action 1

The teachers and administrators study the vertical and horizontal scope of the standards to ensure appropriate instruction for a grade or subject. To prepare for a vertical alignment, teachers review standards in the previous grade level to understand what students have been taught the year before. They also review the standards of the next grade level to understand what is expected the following year. Secondary teachers review the standards of prerequisite and subsequent subject areas. A scope and sequence is outlined to verify that all standards and elements are included within each maps/units. (See Appendix Curriculum 1.2 A)

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Aligned curriculum documents ✓ Curriculum alignment minutes/agendas ✓ Professional learning plans ✓ Grade level/subject area standards ✓ Student benchmark work 	<p>Teachers show a correlation of the state and local standards to the local curriculum documents. Teachers can show where standards and elements are introduced and reviewed within the curriculum maps/units. They also can explain how the previous year’s content provides the foundation for what is taught at the current grade level or in the course they are teaching. Finally, they are able to explain how they will prepare current students for the next grade or course.</p>

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Performance/Action 2

Teachers and other instructional leaders align the state curriculum (GPS/QCC) with local assessments (formative and summative) and state assessments. Teachers use the online CRCT and EOCT databanks, etc. to create benchmark assessments aligned to the state standards. These benchmark/formative assessments are used to guide instruction and provide students with additional support. The GADOE Data Utilization Guide may be used to guide this process. (The link to the Data Utilization Guide is located on the School Improvement Web Site.)

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Aligned benchmark assessments ✓ Aligned formative assessments ✓ Data utilization guide ✓ Assessments created from on-line data banks, etc. 	<p>Aligned instruction is validated through administering the assessments created from the databanks. Students can explain the importance of these assessments, can articulate their strengths and weaknesses, and know where to get additional help.</p>

Performance/Action 3

Teachers continually revisit available assessment data to make revisions to the aligned curriculum by adding or changing resources such as, technology, leveled texts, textbooks, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Meeting agendas/minutes ✓ Changes marked in the alignment document 	<p>Teachers can articulate how assessment results indicate the need for changes in the alignment and what those changes are. Changes could include the addition and changing of resources such as time, technology, leveled texts, textbooks, etc.</p>

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Performance/Action 4

Content area teachers across teams and/or grade levels review curriculum maps, discuss how students can make connections from subject to subject, and plan integrated units of study.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Integrated units, tasks, projects✓ Integrated projects✓ Curriculum maps by subject✓ Integrated units✓ Planning minutes✓ Student work samples	Students' assignments reflect collaborative planning among content area teachers. Curriculum maps may be revised to provide integrated teaching of content to improve connections to other areas of study. Students can explain connections across content areas.

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Fully Operational 1.3:

As a result of this process of curriculum planning, all students participate in a curriculum that requires depth of understanding and rigor.

Performance/Action 1

School leaders and teachers recognize, understand, and build consensus on a definition for rigor and relevance as well as those effective, research-based practices that enable rigor and relevance in a standards-based classroom, among and across grade levels or content areas. This understanding is frequently revisited. (See Appendix Curriculum 1.3 A, B, and C for activities to prompt discussion about rigor, relevance, and standard-based teaching and learning practices.)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Agendas and minutes✓ Student work samples✓ Performance tasks✓ Unit of study and/or lesson plan templates✓ Units of study and/or lesson plans	School leaders and teachers can articulate a common definition of what rigor, relevance, and standards-based teaching and learning entails. There is consistency across content areas and grade levels as the consensus is built.

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Performance/Action 2

Teachers and other instructional leaders study the standards to determine the level of rigor and skills needed to understand and apply the standards in all grades and in all content areas.

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Classroom observation results ✓ Classroom assessments ✓ Dissected standards ✓ Performance tasks ✓ Rubrics ✓ Student work samples ✓ Units 	<p>Evidences of higher order thinking are reflected in assigned tasks. Teachers ask appropriate questions to assess higher order thinking and problem solving ability. Students are asked to explain and support their answers as well as show the evidence that validates their reasoning. They are also able to defend their answers and are asked to retell and summarize what they have read or learned. Teachers articulate a consistent understanding of rigor and relevance that guide common expectations within content areas and/or grade levels.</p>

Performance/Action 3

Teachers develop performance tasks that require all learners to demonstrate a depth of understanding to include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge.

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Performance Tasks ✓ Classroom assessments ✓ Rubrics ✓ Student work samples ✓ Units ✓ Classroom observation results 	<p>Evidences of higher order thinking are reflected in assigned performance tasks. Teachers ask appropriate questions to assess higher order thinking and problem solving ability. Students are asked to explain and support their answers as well as show the evidence that validates their reasoning. They are also able to defend their answers and are asked to retell and summarize what they have read or learned.</p>

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Curriculum Standard 2: Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performance(s).

Fully Operational 2.1:

School wide collaboration on curriculum design and implementation is consistently evident, with teachers and administrators demonstrating a clear, consistent, and shared understanding of what students are expected to know, do, and understand at all grade levels and subject areas.

Performance/Action 1

Common assessments aligned to the standards/elements within a unit of study are designed by teachers to:

- Reach consensus of what students are expected to know, do and understand
- Identify strengths and weaknesses in student understanding
- Help guide instruction from class to class
- Identify instructional plans within units that need to be strengthened
- Promote consistency in rigor from class to class

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Meeting agendas/minutes✓ Shared unit designs✓ Shared lesson plans✓ Common assessments✓ Master schedule showing collaborative planning time	Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.

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Performance/Action 2

Student work is analyzed weekly in teacher meetings to adjust instructional plans and improve safety nets. Various protocols for analyzing student work are used as appropriate by teachers and administrators. See *Analyzing Student Work*, ASCD video series distributed to systems during initial GPS trainings.

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Teacher meeting schedules/minutes ✓ Sign-in sheets ✓ Analyzed student work samples ✓ Classroom profile sheets, etc. 	<p>Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work. In class safety nets are a part of the weekly schedule. Class profiles list student strengths and deficits of standards or elements.</p>

Performance/Action 3

During teachers meetings, the language of the standards and elements is routinely discussed to ensure a deep understanding of the expectations in the standards. The performance action described in the standard is also discussed in order to reach consensus of the real-world application of the standard.

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Meeting agendas/minutes ✓ Units ✓ Plans, etc. ✓ Dissected standards 	<p>Teachers can discuss the standards and explain that the in-depth significant concepts are the standards and the elements. Sample common assignments, performance tasks and other assessments are used.</p>

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Performance/Action 4

Curriculum units are designed to include multiple tasks and assessments that require students to demonstrate an in-depth understanding through higher order thinking. For example, students are asked to explain the causes and effects of global warming as opposed to only being asked to define global warming.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Curriculum units✓ Teacher assessments, etc.✓ Student work samples	Teachers and administrators understand that the goal is to teach fewer concepts but with a deeper understanding, as opposed to covering numerous concepts with no or limited understanding.

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Curriculum Standard 2: Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performance(s).

Fully Operational 2.2:

As a result of a systematic and consistent approach to collaborative planning, there is a high level of consensus concerning what all learners should know, do, and understand by the end of each grading period, at all grade levels, and within all subject areas.

Performance/Action 1

The school has established a process to determine what all learners should know, do, and understand by the end of each grading period, at all grade levels, and within all subject areas.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Curriculum units✓ Curriculum maps✓ Thematic/ concept-based units✓ Teacher meeting minutes✓ Teacher meeting agendas✓ Analyzed data✓ Adjusted plans	<p>Teachers and other instructional leaders analyze their formative and summative assessment data and can show the areas of need for all students. Teachers can explain how their instructional plans are adjusted based upon student work. Expectations are consistent within and across grade levels.</p>

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Curriculum Standard 3: Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum.

Fully Operational 3.1:

Administrators and teacher leaders monitor and evaluate implementation of the curriculum through an ongoing, systematic school-wide process throughout the school year to ensure consistency within and across classrooms, grade levels, and subject areas relative to all Georgia Performance Standards.

Performance/Action 1

To monitor the implementation of the curriculum, the leadership team organizes targeted awareness walks with standards in hand. These targeted walks may be conducted by system and school leadership or content area or grade level teams. The targeted walks can occur monthly or as often as needed to provide an in-depth analysis of the implementation of the curriculum. Prior to the observations, teachers understand that they should use the language of the standards during instruction. Students are taught to use the language of the standards to explain and support their work. Results from the awareness walks are compiled to help establish strengthen professional learning plans, agendas for future team meetings.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Targeted walk planning forms✓ Recording forms✓ Leadership team meeting minutes✓ Leadership team meeting agendas✓ Documentation of data analysis✓ Professional learning plans	<p>Teachers explain key vocabulary and concepts during instruction. Students use the language of the standards in their explanations and can identify the elements in their work. Leadership refers to the standards during observations to determine if the rigor of the standards is emphasized.</p>

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Performance/Action 2

Formative and summative assessment data are routinely disaggregated to adjust implementation of the curriculum and improve instruction.

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Disaggregated formative assessment results ✓ Disaggregated summative assessment results ✓ Disaggregated teacher made assessment results ✓ Rubrics ✓ Reading inventories ✓ Class profile forms ✓ Teacher/student conferencing notes ✓ Reading logs, etc. 	<p>Principals and other school leaders are aware of the students who are struggling to meet standard, as well as those who exceed the standard and monitor their progress during classroom visits. Teachers can articulate how instruction is revised as a result of disaggregated data.</p>

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Curriculum Standard 3: Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum.

Fully Operational 3.2

As a result of a highly effective curriculum monitoring system, administrators and teacher leaders use performance data and the review of student work to revise curriculum implementation and alignment of resources.

Performance/Action 1

Teachers regularly analyze student work according to the QCC/GPS standards to determine if students are meeting or exceeding grade level expectations. Based on the analysis and use of current research, teachers make decisions to better meet student needs (e.g., providing additional time, revising instructional strategies, etc.).

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Common assessments✓ Student work samples✓ Teacher meeting minutes✓ Teacher meeting agendas	Teachers know their grade level and class trends at the standard and element level. Teachers can explain how they revise instructional strategies based on the needs of their students.

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Performance/Action 2:

System level personnel and school level administrators work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation in the following ways:

Personnel: Academic coaches may be used to strengthen the implementation of the curriculum. Co-teaching is embedded into the schedule to strengthen the practices.

Time: Adequate time to teach the content is built into the schedule. Additional time is provided to students struggling to meet standards.

Technology: Technology (computers, calculators, etc.) is routinely utilized by teachers and students to perform tasks and support real life learning.

Resource Materials: Teachers are involved in selecting instructional materials that are directly aligned to the school improvement plan. All curriculum products that are purchased meet researched-based criteria and support the QCC/GPS grade level standards.

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Schedules ✓ Personnel ✓ Budgets ✓ Leadership team meeting minutes ✓ Leadership team meeting agendas ✓ Inventory of materials, etc 	<p>Teachers can describe the variety of resources utilized to teach the standards. Leadership can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS/QCC.</p>

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Curriculum Appendix

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Appendix Curriculum 1.2 A

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Leaders structure and plan collaborative experiences for professional learning communities that facilitate the vertical alignment of the curriculum, instructional practices and assessments (both formative and summative) in grades 6-12. The AP (College Board) process for vertical teaming is one process that may be considered for collaboration.

What is vertical teaming?

Vertical teaming is a process by which educators of similar content area collaborate in a committed and collegial professional learning relationship for increased student achievement. The process is based on the following two important premises: a) the expectation that all students can perform at rigorous academic levels; and, b) that schools can prepare every student for higher intellectual engagement by providing foundational and sequential experiences that prepare them for continued and increased rigor. Vertical teaming may support students through any rigorous curriculum, yet traditionally it is a process employed by early grades and Pre-AP teachers in support of AP enrollment and success.

What do vertical teams do?

Simply put, an active vertical team is a strategizing team. The group ensures student success by considering what is needed in the most rigorous post-secondary program of study and then planning (backwards) for that success at each grade level.

Vertical teaming is achieved only by collaboration. Teachers collaborate to promote understanding of what students should know and be able to do across grade levels. Yet, in its most effective process, vertical teaming is more than just a group examination of curriculum. It is a collaborative sharing, evaluation, and adoption of progressive instructional *strategies* to support increasing complexity and rigor. Students will be more successful when teachers collaborate to build consensus regarding the strategies adopted for frequent use at each grade level.

Who should be on a vertical team?

Vertical teams have representative teachers from each grade level in order to ensure that students in the early grades are supported for continued rigor as they progress through the early and middle grades onto high school and beyond.

Why should teachers be College Board trained to collaborate on a vertical team?

The purpose of a vertical teaming training is to equip middle and high school teachers with the strategies and tools they need to engage their students in rigorous and relevant learning experiences. Additionally, through vertical teaming training teachers are led to a better understanding of the purpose of vertical teams and the methods and protocols by which vertical teams best operate.

How do vertical teams measure their success?

Vertical teams measure their success by increased student achievement, as seen by increased test scores, analysis of student work, and classroom observation. Additionally, vertical teams may measure their success by the extent to which teachers are able to describe **why** consensus strategies are strategically employed at each grade level.

Questions for Reflection:

- How many AP classes are currently offered at my high school?
- Does my high school encourage and invite students to challenge themselves with AP enrollment?
- Does tracking dictate who enrolls in AP at my high school?
- To what extent is my high school maximizing the Advanced Placement opportunities afforded by the Georgia Virtual School?
- Does my school participate in an active and working vertical team that includes representative teachers from both the middle and high school?
- How is the middle/high vertical team monitored and supported for success? By what measure is “success” considered?
- What role does vertical teaming play in our school’s School Improvement Plan? How does it align with our school’s mission statement, or slogan?

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Steps to Implementation:

I. Planning/Designing

Key decisions made at the initial stage of a school's AP Vertical Teaming formation will ensure lasting success.

First and foremost, the school must build a consensus commitment to AP among administrators and teacher leaders. This will require reading and study group discussions focused on the College Board philosophy and benefits of a connected and seamless curriculum.

Second, school leaders should determine which teacher leaders will participate in this new professional learning community, where the focus of work is increased student achievement through collective teacher learning. During the initial forming stage, the group should be led by a seasoned facilitator through the establishment of an articulated goal and mission. These goals should be documented for quarterly benchmarks and quarterly and annual program evaluation.

Third, the group will need to:

- establish practices and procedures;
- collect resources;
- determine location and space for meetings;
- determine need for additional time – stipends and/or substitutes
- examine the professional schedule to establish a consistent and protected meeting time.

II. Training

A wide variety of training opportunities for teachers and administrators are made available through the College Board. Teachers will need subject-specific training. For information regarding these trainings, you may visit <http://www.collegeboard.com>. These content trainings include strategies for student learning and student motivation.

School counselors will need training as well. Their training will help them establish a connection between AP work and SAT/PSAT scores as well as to ensure awareness of College Board programs such as the AP Potential and Springboard programs.

III. Implementation

Once teachers, administrators, and counselors have been trained, frequent and regular collaboration time must be established and protected. During this collaboration time, vertical team teachers build consensus regarding what students should know, understand, and be able to do at each grade level, in order to build progressively to college-ready level.

Vertical team teachers collaborate to build templates and materials that will support the systemization of grade level-specific strategies for school-wide use. This includes making and documenting decisions regarding which instructional strategies at each grade level will best support the development of:

- mature habits of mind;
- research skills;
- academic and cognitive self-sufficiency.

It also includes building consensus regarding how best to:

- support students who struggle;
- vertically and horizontally align the curriculum;
- support increased enrollment in advanced courses at the school;
- communicate benefits of advanced courses to students and parents;

During this vital collaboration time, teacher teams determine how and when to support one another through peer-conducted classroom observation, shared materials, professional learning community reading and experiences, and analysis of student work. College Board materials (such as the April 2006 AP training book – p. 48) include activities for teacher teams to complete as a means to emphasize standards of teaching and curriculum alignment. To support the development of this new professional learning community, administration will wish to structure team building activities and possibly a retreat for middle and high school teachers who will constitute the AP Vertical Team.

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IV. Evaluation

Vertical teams measure their success by **increased student achievement**, as seen by increased test scores, analysis of student work, and classroom observation.

Schools would do well to embrace quarterly evaluations to validate benchmark progress or reveal continued need. Those quarterly evaluations or more formal annual evaluations of an AP Vertical Team's progress may include the following elements:

- Analysis of student work at varying grade levels, compared against established skills, knowledge, and habits of mind expected at each grade level;
- Classroom observation tallies that reflect inclusion of determined strategies embraced by the AP vertical team teachers during any given classroom observation cycle;
- Student, parent, and teacher surveys or interviews to determine perceived preparation for college-level work and the extent to which all stakeholders are coping with the increased rigors and raised expectations;
- Numeric and anecdotal reporting of the need and use of interventions as outlined in the school-wide pyramid of intervention;
- Interviews with vertical team teachers to determine the extent to which teachers are able to justify and articulate the need for consensus strategies as strategically employed at each grade level.

V. Continued Work

Once a school's AP Vertical Teaming progress has been evaluated, vertical team teachers should reflect upon the findings and make adjustments/changes to behavior as those data sources warrant. Building level administrators should support the collection of the data as well as enable the routine structured time for vertical team teachers to reflect upon the findings. Ongoing trainings and analysis of student work will be ongoing through the life of the school.

Teachers employ and leaders monitor the use of effective practices of instruction and assessment with all students, while subgroups of students are guaranteed additional interventions and scaffolding. Extra help structures within the school should reflect the belief that all students can master rigorous standards!

This focus will do much to maximize student learning - for a truly rigorous program of study will require a desirable stretch of abilities for all students. Extra help is not remediation. Nor does it imply that a student is incapable of rigor! Through collaborative conversations, uncover faulty beliefs that may be in conflict with the practice of high expectations for ALL!

Extra help for middle school and high school students has often been viewed in one of three ways: providing remedial instruction on missing basic or elementary skills, tutoring for students struggling to pass a course, or preparing students to increase their scores on the SAT or ACT. Few, if any, efforts focus on metacognition (teaching students those "learning to learn" skills) and/or teaching students advanced literacy and numeracy skills that carry over into other subject areas and courses. There is, however, a continuum of extra-help needs for middle school and high school students; so it is important to develop and implement services on a Pyramid of Interventions.

One critical group of students who will require intensive, ongoing extra help may consist of only five to ten percent of an average school population. These are students who transition into middle school or high school at- or near-Performance Level 1 in Reading, Mathematics, or in both areas on the GCRCT (Does Not Meet Expectations). They lack the readiness for the next level, whether middle or high school. These students need "catch up" services, while continuing to receive standards-based instruction.

The second group is students who have mastered basic skills but have limited abilities with intermediate skills. For example, these students may decode words but have limited reading comprehension ability. These students may perform basic operations of arithmetic, but struggle with fractions, decimals, equations, and problems that require mathematical reasoning. They are increasingly at risk as the content becomes more complex and abstract.

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The final group consists of those who score, minimally, “out of” elementary school or middle school, but are not fully prepared to succeed in standards-based courses at the middle or high school levels. These students have only partially mastered intermediate standards; however, they may have had exposure to more advanced standards. If the goal is to have all students succeed in rigorous and relevant middle and high school courses and demonstrate this by passing challenging, required exams, many of these students will need on-going extra help and support.

The challenge is to employ structures, strategies, and instructional tools and methods that enable students to master grade-level reading and mathematics standards while providing them with even more advanced reading comprehension and mathematical reasoning strategies they need for the rigors of high school. ALL students should struggle as they stretch toward adding more rigor and relevance to their program of study. By changing the paradigm of extra help from “remediation” to “acquisition of skill to accelerate personal learning”, we provide students lifelong tools for their continued success.

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Appendix Curriculum 1.3 A

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

<p>Activity I – Building Consensus on Rigor and Relevance in the Standards-based Classroom</p> <p>Participants: Middle school and high school teachers</p> <p>Facilitators: School leadership and/or leadership teams (MS and HS)</p> <p>Time: TBD</p> <p>Resources: GPS Leadership Training, GADOE online resources, guided questions document</p>
<p>Group middle and high school teachers (by content area or other organization). Provide facilitated time for teacher groups to brainstorm, discuss and chart their responses to each question. (Questions may be subdivided among several groups if the group is very large.) Facilitate whole-group discussions to assimilate school-specific knowledge and concerns with responses.</p>
<p>What is a standards-based classroom?</p>
<p>The standards-based classroom is one in which the environment, resources, instructional practices and assessments are aligned to student knowledge of and demonstration of articulated, state standards.</p>
<p>What characterizes rigor in a standards-based classroom?</p>
<p>Rigor may be defined as curriculum that “challenges all learners to demonstrate depth of understanding, including such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge. Rigor in the curriculum:</p> <ul style="list-style-type: none">▪ results in desirable discomfort, leading to continued questioning on the part of each student▪ requires content to be deeply considered▪ differentiates for individuals and flexible, fluid groups▪ reflects high expectations▪ allows for and encourages varying methods of solution or pathways to discovery▪ teaches to each student’s “zone of proximal development”
<p>What characterizes relevance in a standards-based classroom?</p>
<p>Relevance in the curriculum:</p> <ul style="list-style-type: none">▪ leads to the creation of ideas or products that are useful in real-world problem solving▪ differentiates in order to reflect individual student interests, including career interests▪ emphasizes inter-disciplinary connections▪ aligns with articulated workplace competencies▪ leads to authentic assessments▪ further reveals real-world problems and their potential solutions
<p>What are performance standards? How do they differ from what we’ve been doing?</p>
<p>Performance standards focus on both <i>what the student should know</i> and <i>what the student should be able to do</i>. Performance standards, further, provide clear expectations for the assessment or evaluation of the student work. Levels of work-quality are defined, demonstrate achievement of the standards, and enable a teacher to know “how good is good enough.” The performance standards isolate and identify the skills needed to use the knowledge and skills to problem-solve, reason, communicate, and make connections with other information. Performance standards also tell the teacher what to assess and the extent to which the student knows the material or can manipulate and apply the information.</p>
<p>What do students do in a standards-based classroom?</p>
<p>The standards-based classroom is one in which individual students and student groups are working with</p>

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concepts, tools, and resources that will lead toward mastery of specific standards. Therefore, the standards-based classroom is rich in resources, opportunities, and conversations that make standards and expectations clear and further encourage student self-reflection. A standards-based classroom “looks like” a community of learners who speak about qualities evident in work that meets and exceeds standards. Students self-reflect on progress toward standards by a facilitated examination of their own work samples.

What do teachers do in a standards-based classroom?

- “Demystify” and “deconstruct” standards and their accompanying elements through facilitated dialogues and experiences as part of strategic and thoughtful instructional design
- Maintain an excitement about and focus upon standards through instructional design that is engaging, experiential, and affords students the opportunity to examine and perform standards
- Model processes for students to make cognitive processes more transparent
- Expect and demand student awareness of individual progress toward standards
- Monitor and document individual student progress toward standards to communicate with students, parents, and school/teacher leaders
- Provide resources that demonstrate standard performance (including collected student work samples)
- Provide regular, critical, and task-specific feedback to individual students, instead of feedback that is broad, ill-deserved, or meant for the entire group
- Encourage and facilitate student revision of work for continuous improvement and progress toward standard
- Differentiate processes and expected products for individual students and/or groups of students
- Utilize formative data such as student work and the application of results from formative assessments to make instructional decisions, including how to differentiate for individuals and groups
- Award grades as reflection of progress toward standard
- Collaborate with teachers across and within grade levels and across and within disciplines
- Maintain a classroom environment, including visual displays that support learning and progress toward specific standards

What do administrators and school leaders need to do in order to support the implementation of and monitoring of effectiveness in standards-based classrooms?

- Create a daily schedule that allows for collaboration and professional learning time for teachers.
- Model a healthy sense of urgency that is balanced with clearly articulated school-wide expectations for instructional design and delivery.
- Provide time for teachers to be released of obligations in order to maximize time for relationship-building that enables teachers to truly know students.
- Facilitate professional learning teams around student work analysis and building a common understanding of the performance standards, as well as, measure professional learning by the extent to which changes are seen in the classroom.
- Support teachers in efforts to maximize learning within their professional learning communities.
- Design and utilize tools (such as a professional learning design, school-wide protocol, etc.) that support professional learning.
- Allow for structural divisions to personalize the learning environment and facilitate teacher/student relationships.

Appendix Curriculum 1.3 B

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Activity III - Conduct Reviews of Student Work to Reveal Current Evidence of Rigor and Relevance

Participants:	Professional Learning Groups
Facilitators:	Professional Learning Groups or Professional Learning Facilitator
Time:	TBD
Resources:	<i>Standards in Practice</i> protocol

Teachers work in professional learning groups to specifically consider rigor and relevance in the ongoing analysis of student work samples. Leadership should provide structured and facilitated time to analyze student work for rigor and relevance. The Education Trust *Standards in Practice* protocol (1997) may serve as a process framework for teacher collaboration as they work to define rigor and relevance in collected student work (across grade levels and content areas). To follow up, middle and high school vertical teams should discuss results. View the protocol at www.lasw.org.

Standards in Practice Protocol

1. Complete the assignment.

Please complete the assignment that the students were asked to do. This is important; if you don't do the assignment yourselves, you won't know whether it truly asks for the knowledge and skills you want students to have.

2. Identify the standards that apply to this assignment.

Identify the standards that apply to this assignment. Take the standards you are using (national, state, local) and find the standards to which this assignment might be directed. In other words, if the students do the assignment, what standards would they be moving towards? (If the answer is "none," then what would be the consequences?)

Don't make enormously long lists of standards. Most assignments don't address more than two or three standards. Look at the assignment and figure out the central learning that it embodies. Remember that many assignments will include writing as well as other content, so you should choose a writing standard in addition to the main content.

3. Generate a rough scoring guide from the standards and the assignment.

Using the standards and the assignment, develop a scoring guide for this problem by following these steps. **Four (4)** is the highest score. Write the features of an excellent answer to this problem. Discuss with your team members and agree on the main points.

Three (3) is the next highest score. Write the features of an answer clearly based on understanding of the concept with perhaps some minor errors that could be simple mistakes or typographical errors. Understanding of the concept and ability to apply it are obvious. A solid job, but not brilliant.

Two (2) is the next to the lowest score. Write the features of an answer that hasn't quite got it, that needs additional teaching.

One (1) is the lowest score. Write the feature of an answer that hasn't a clue.

4. Score the student work, using the guide.

Score the student work alone (first) using the scoring guide you've worked out together. When everyone has a set of scores, share them and reconcile them so that each team member roughly agrees. If you can't get complete agreement, at least decide between the papers that get a **4** or **3**, and those that get a **2** or **1**.

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5. Ask: Will this work meet the standards? If not, what are we going to do about it?

People tend to think they're done when they've got the work scored, but in fact all that was just preparation for answering the most important questions.

Looking at the student work, please answer the following questions as a team:

- What does this student work tell us about learning in this classroom in this school?
- What do students know and what are they able to do?
- Was the assignment well designed to help students achieve the standards?

6. Implications for change: What are we going to do about it?

The team should now collectively answer this generic question: *What should happen at the classroom to ensure that all students achieve a score of 4 or 3 on assignments clearly aligned with the standards?*

List potential changes that are needed from your point of view as a teacher, principal, post secondary faculty member, or parent/community representative.

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Appendix Curriculum 1.3 C

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Activity IV – Conduct Analysis of Teacher-Provided Instructional Plans to Reveal Current Evidence of Rigor and Relevance	
Participants:	School Leadership and/or Professional Learning Groups
Facilitators:	Curriculum Specialists or Lead Teachers with Principals
Time:	TBD
Resources:	Rigor and Relevance Framework
<p>School leaders or previously established or, if necessary, newly developed professional learning groups specifically consider rigor and relevance in the routine analysis of teacher-provided instructional plans.</p> <p>Leadership should reserve scheduled, structured, and facilitated time for leadership teams and/or professional learning groups to analyze instructional plans from each grade level and content area with consideration for rigor and relevance.</p> <p>The International Center for Leadership in Education (ICLE) Rigor and Relevance Framework may serve as a graphic organizer upon which to note the extent to which rigor and relevance is likely to result from each instructional plan. As a necessary follow-up, discussions should include results and next steps. This process should be ongoing and monitored.</p>	<div style="text-align: center;"> <p>Rigor/Relevance Framework</p> <p>The diagram is a 2x2 matrix. The vertical axis is labeled 'BLOOM'S TAXONOMY' and has levels 1 to 6 from bottom to top: Assessment (1), Comprehension (2), Application (3), Analysis (4), Synthesis (5), and Evaluation (6). The horizontal axis is labeled 'APPLICATION' and has five levels: 1. Knowledge in own discipline, 2. Apply knowledge in own discipline, 3. Apply knowledge across disciplines, 4. Apply knowledge to real-world predictable situations, 5. Apply knowledge to real-world unpredictable situations. The matrix is divided into four quadrants: Top-Left (Assimilation, C), Top-Right (Adaptation, D), Bottom-Left (Acquisition, A), and Bottom-Right (Application, B).</p> </div>

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

Fully Operational 1.1

A cohesive and comprehensive system for assessing student progress toward the standards is in place. All administrators and instructional personnel collaborate to use assessment data to align and adjust instruction to maximize student achievement.

Performance/Action 1

Student data from state assessment results (CRCT, Writing Assessments, EOCTs, and EGHSGTs, etc.) is disaggregated to identify patterns for specific students or groups of students. Grade level and/or content area teachers and administrators collaborate to analyze data to determine learning priorities for the school improvement plan.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Disaggregated test data✓ Agendas and minutes✓ Classroom profiles, etc.	Leadership and teachers can communicate the strengths and weaknesses identified in state assessment data at a variety of levels to include the school, individual grades, as well as classrooms.

Performance/Action 2

Staff members in high schools and their feeder middle school(s) collaborate to proactively utilize their collective data in order to pose probing questions and plan strategic actions that will raise student achievement and graduation rates, while eliminating performance gaps.

(See Appendix Assessment 1.1 A.)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Disaggregated test data✓ Agendas and minutes✓ Strategies identified in school improvement plans✓ Classroom profiles, etc.	Middle and high school teachers are able to explain improvement goals for grades six through twelve and how they are implementing aligned strategies in the classroom.

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Performance/Action 3

While the school improvement plan defines and addresses school-wide goals and performance targets, content specific outcomes are defined for each grade level and content area. Once the school performance targets have been established, classroom teachers analyze summative data for their students. Performance targets are then established to address student needs and desired outcomes at each grade level and/or content area.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data room✓ School improvement plan✓ Grade/team plans✓ Classroom profile sheets✓ Performance targets✓ Anecdotal records, etc.	Teachers' assessments address the performance targets. Teachers can discuss the performance targets and know which students are meeting or exceeding the targets, as well as which students need additional instruction.

Performance/Action 4

The school leadership meets with individual teachers to review their grade level outcomes by content area and to discuss the teacher's plan for meeting individual student academic needs.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Schedule of teacher meetings✓ Teacher plans✓ Leadership-teacher conference logs✓ Feedback forms✓ Performance targets, etc.	Teachers can articulate their grade level and classroom areas of focus and can describe their instructional goals for meeting individual student academic needs. Leadership can articulate the instructional focus for each grade level and monitor specific goals.

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Performance/Action 5

The school administration monitors the implementation of the teachers' action plans and provides support as needed. Monitoring may occur in many different ways to include a review of formative classroom data on a regular basis, periodic teacher-leadership conferences, classroom observations, etc. Support may include resources such as time, money, materials, mentoring, professional learning, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data room✓ Classroom profiles✓ Meeting agendas and minutes✓ Teacher action plans✓ Professional learning opportunities based on teacher needs✓ Observation records (awareness walks, etc.)✓ Instructional resources, etc.	<p>Students know where they are in relation to the identified goals. Students can identify next steps needed to meet the standard.</p>

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

Fully Operational 1.2

All teachers can describe and explain the standards for which their students are responsible. All teachers can also adjust instruction based upon assessment data to improve overall and individual student achievement and address all learning gaps and problems.

Performance/Action 1

Teachers provide students with specific commentary on student work and connect the comments to the elements within the standards.

Artifacts:	Evidence:
✓ Standards-based teacher commentary on student work, etc.	Students can show examples of how they have used teacher commentary to revise their work.

Performance/Action 2

Teachers identify exemplary work that exemplifies the standard(s). Teachers refer to this work as a model of the expectations for performance.

Artifacts:	Evidence:
✓ Exemplary work ✓ Teacher commentary ✓ Student commentary, etc.	Teachers and students can identify how and where the exemplary work meets the standard. Students can show examples of the elements in their own work or in the exemplary work. Students refer to the exemplary work to understand what is expected.

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Performance/Action 3

Teachers provide students with examples of work that meets standard(s) by creating a display that includes benchmark work, specific commentary as to how this work meets the standard, assessment criteria, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Bulletin board that displays the standard, element, and task✓ Rubric or other scoring criteria✓ Analyzed student work with teacher and/or student commentary, etc.	<p>Teachers utilize a visual display as an instructional tool to display work that meets standards.</p> <p>Students can explain how they interact with the display to help guide their work toward meeting the standard.</p>

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

Fully operational 1.3

All teachers work together to determine desired results and design assessment practices which are consistent, balanced, and authentic.

Performance/Action 1

Teachers work collaboratively to develop an understanding of the standards. For example, after teachers determine the standards that they will teach in a unit of study, teachers then come to consensus on samples of work that meet the standards. Samples of work may include work collected from previous student tasks and expert work (e.g. published authors, published lab reports, etc.). Looking at the standards and elements and the samples of work, teachers identify the performances necessary to meet the standard.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Meeting agendas and minutes✓ Team learning logs✓ Standards✓ Samples of work that meet the standards, etc.	Teachers demonstrate a deep understanding of the standards. Teachers can explain how samples of work meet the standards and articulate performances necessary to meet the standards.

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Performance/Action 2

Once teachers have come to consensus on what students should know, understand, and be able to do, they collaboratively design assessments to gauge student progress throughout a unit of study (formative assessments) and to measure student achievement at the end of the unit of study (summative assessments). Once teachers administer the assessments they come together to analyze the results and revise instruction.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Meeting agendas and minutes✓ Team learning logs✓ Common assessments (formative and summative), etc.	<p>Common assessments are administered by all teachers in the same grade/content area. Teachers articulate how instruction is revised based on results from common assessments.</p> <p>As a result of collaborative analysis of assessments, teachers improve their practice. Teachers can articulate examples of instructional practices they have learned from their collaborative partners.</p>

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

Fully Operational 1.4

All instruction is aligned to GPS and is continually adjusted to meet student needs based on recent, relevant formative data, including ongoing collaborative data analysis and review of student work products and performances.

Performance/Action 1

Teachers work collaboratively to create performance tasks and assessment criteria based on the standards and the elements of each standard. Teachers work through the tasks collaboratively to ensure validity and specificity to the element/standard. Standards in Practice is an example of a protocol used by teachers to analyze performance tasks (www.lasw.org).

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Performance tasks✓ Benchmark work✓ Protocol for analyzing performance tasks✓ Agendas and minutes, etc.	Teacher in same grade levels and content areas implement common performance tasks and can discuss individual, class, and grade level progress as related to the standards.

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Performance/Action 2

Teachers are involved in regular analysis of student work to drive further instruction. Student work is indicative of standards-based instruction. Instruction is based on the standards and the needs of the students as identified through analysis of work.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Classroom profiles✓ Rubrics✓ Analyzed student work✓ Teacher commentary✓ Student commentary, etc.	<p>Teachers can identify the strengths and weaknesses of individual students and their class.</p> <p>Teachers can articulate how they have adjusted instruction based on the analysis of student work.</p> <p>Teachers can articulate how students are grouped for additional instruction based on identified strengths and weaknesses.</p>

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Assessment Standard 2: A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system.

Fully Operational 2.1

Diagnostic assessment is a systematic, regular component of the school’s overall assessment system, with regular diagnosis of students’ acquisition of requisite background knowledge and skills and related instructional interventions.

Performance/Action 1

Grade level and content area teachers administer diagnostic assessments at the beginning of each unit of study to design instruction to build on student strengths, to clarify misconceptions, and introduce new or unknown concepts. Such assessments might include initial writing prompts, informal reading assessments, pre-tests, KWLs, anticipation guides, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Diagnostic assessments✓ Student results✓ Instructional plans that address results, etc.	<p>Teachers can identify individual and class strengths, misconceptions, and areas of weakness.</p> <p>Teachers can explain how instruction has been designed to meet student needs based on the diagnostic assessment.</p>

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Assessment Standard 2: A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system.

Fully Operational 2.2

All teachers use a variety of formative assessment tasks and tools to monitor student progress over the course of units and to adjust instruction to maximize student achievement relative to GPS. All teachers use formative assessment to provide effective and timely feedback to all students throughout the course of instructional units.

Performance/Action 1

Informal, formative assessments are embedded in teaching and learning activities, are explicitly aligned to the standards, and used to revise instruction. Examples of informal, formative assessments include but are not limited to:

- Questioning
- Conferencing
- Written reflections (3-2-1, ticket out the door, KWL, etc.)
- Observations
- Rubrics
- Group discussions
- Graphic representations of thinking

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Conference logs✓ Anecdotal notes✓ Written reflections✓ Graphic representations✓ Revised lesson plans✓ Flexible grouping records, etc.	<p>Teachers can articulate the types of formative assessments used regularly to gauge student progress.</p> <p>Teachers can explain how they have revised instruction based on specific formative assessment results.</p>

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Performance/Action 2

Teachers use teaching and scoring rubrics as a guideline for assessing and evaluating student work and performance.

Scoring rubrics: Scoring rubrics are guides that enable teachers to make reliable judgments about student work and enable students to self-assess their work.

Teaching rubrics: Teaching rubrics, developed with students, define and describe quality work in language students can understand. They are used by students to assess their works in progress and thereby guide revision and improvement. Teaching rubrics are created as a result of the teaching that has taken place in the classroom, not prior to instruction.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Teaching and scoring rubrics✓ Teaching charts✓ Analyzed student work, etc.	<p>Students can articulate the expectations for their work.</p> <p>Students explain how they use rubrics to revise their work.</p> <p>Teachers explain how they assess student work with rubrics and determine next steps.</p>

Performance/Action 3

Teachers allow students to demonstrate improved performance. Students are provided multiple opportunities and additional time for meeting standards. The focus is on helping students meet the standard before the end of the course or year, rather than specific grading periods. Students

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Rubrics✓ Conference logs✓ Revised student work✓ Record of next steps, etc.	<p>Student work progresses through multiple revisions. Students describe how they use information from ongoing formative assessments to revise their work.</p> <p>Teachers provide feedback to students through the use of rubrics, conferences, etc. Teachers can show examples of revised student work.</p>

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Performance/Action 4

Teachers understand and utilize different types of feedback that is aligned to the standards. For example, descriptive feedback tells students about their learning, whereas evaluative feedback tells the students how they performed in comparison to others. Descriptive feedback is the hallmark of standards-based education and leads to revision and improved student learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Formative assessments✓ Summative assessments✓ Student work✓ Teacher commentary✓ Documentation of next steps✓ Revisions, etc.	Students can identify strengths and next steps in their work based on feedback. Students can identify the elements of the standard in their work Teachers can describe student strengths and next steps.

Performance/Action 5

Students are given opportunities to present their work orally to peers to receive specific feedback for improvement. Students provide feedback to each other in a variety of settings to include, peer response groups, cooperative groups, and/or during a closing meeting such as author’s chair, reader’s chair, or a math closing.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student commentary, etc.	Students identify the elements of the standard in others’ work. Students use the language of the standard when providing feedback to other students.

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Assessment Standard 2: A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system.

Fully Operational 2.3

All teachers use a rich variety of summative assessment tasks to evaluate student achievement of GPS. These assessments complement the GPS testing system while enhancing student achievement by using a range of balanced assessment tasks and types. Collaboration on data analysis guides and informs grade-level and school-wide decision-making.

Performance/Action 1

Teachers work collaboratively to create common grade level summative assessments to determine students' progress towards meeting GPS standards in multiple subject areas.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Meeting agendas and minutes✓ Grade level assessments, etc.	Teachers at the same grade level or content area use common summative assessments to measure student understanding of the standards. Teachers can articulate the process used to develop the common assessments.

Performance/Action 2

Teachers work collaboratively to analyze summative data to plan for instruction.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Meeting agendas and minutes✓ Schedules of teacher planning meetings✓ Unit plans✓ Lesson plans, etc.	Teachers can articulate how summative data is used to plan for instruction. Teachers can discuss how they have improved instruction based on the conversations with peer teachers regarding results from common assessments.

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Assessment Standard 2: A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system.

Fully Operational 2.4

All teachers use a comprehensive and balanced approach to diagnostic, formative, and summative assessment. They align desired results with appropriate assessment types. Assessment tasks (e.g., constructed-response test items, reflective assessments, academic prompts, and culminating performance tasks and projects) complement and enhance student achievement and reinforce students' ability to self-monitor and self-evaluate.

Performance/Action 1

Teachers understand the different types and purposes of assessment and evaluation. This may include authentic, screening, formative, summative, informal, diagnostic, and/or performance assessments. Teachers use this knowledge to determine the most effective assessments to measure student progress.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Classroom observations✓ Student work✓ Assessment results, etc.	On-going assessment becomes institutionalized as a means to measure student progress and plan for instruction. Teachers are able to articulate what their students know and understand and plan accordingly for next steps.

Performance/Action 2

Teachers provide instruction on strategies for effective revision. Students use these strategies to move their work toward meeting standard. Students are encouraged to make revisions to their work to meet the standard. As a result of on-going assessment and feedback, students are able to self-monitor and self-evaluate.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student portfolios✓ Revised student work✓ Student cumulative files, etc.	Students can identify their next steps and specific learning goals to meet standard(s).

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Assessment Standard 3: Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.

Fully Operational 3.1

A comprehensive feedback-adjustment process is fully operational in all aspects of the school to ensure continuous improvement for the individual learner, subgroups of students, and the school as a learning community. Emphasis is placed upon monitoring and maximizing achievement in all major learning domains (i.e., the cognitive-intellectual-academic, the affect, the social-relational, and the physical). The school is especially effective in addressing the needs of all special populations, including Special Education, English Language Learners, ADHD, Gifted and Talented, etc.

Performance/Action 1

Standards and resulting learning outcomes are clearly articulated to all stakeholders. Examples of how this may be accomplished are listed below:

- Newsletters containing information about the standards
- Grade level newsletters containing samples of student work with teacher commentary
- Parent meetings that are focused on supporting student learning. For example, a topic may be how parents/guardians can support the 25 books standard.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Standards with elements posted✓ Posted student improvement goals✓ Class/grade/team data✓ Newsletters✓ Posted student work with teacher commentary✓ Parent/teacher conference documentation, etc.	Administrators, teachers, students, and parents can articulate the standards and established expectations.

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Performance/Action 2

Everyone in the school participates in an ongoing cycle of systematic gathering and analysis of data to identify discrepancies between actual and desired results or intentions. This is followed by additional short term goal setting and developing strategies to achieve the long term goals.

An example of this process is:

1. Teachers meet and come to consensus on expected outcomes for the standards they are addressing in the next unit of study.
2. Teachers identify examples of work that exemplifies the standards.
3. Teachers collaboratively design a rubric that details the standards.
4. Teachers design instruction based on their collective understanding of the standards and agree upon a date for to monitor progress of student learning.
5. Teachers implement instruction for an incremental amount of time to ensure continuous monitoring of student learning.
6. Teachers collaboratively analyze student work using the identified exemplars to gauge student progress and adjust instruction accordingly.

Throughout the unit of study, teachers continuously meet to assess student progress toward expected outcomes for the standards.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Class/grade/team data✓ Student work✓ Rubrics✓ Unit or lesson plans✓ Formative assessments✓ Summative assessments, etc.	Teachers and administrators can describe the cyclical process. Teachers can show evidence of student progress toward the standards and describe how it directly relates to instruction.

Performance/Action 3

Students maintain a record of their work in products such as, student folders and portfolios, for the purpose of noting progress in meeting the standards. Teachers utilize these records to adjust instruction to meet student needs.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student work folders✓ Portfolios✓ Sourcebooks, etc.	Students articulate how the work in a portfolio meets the standard. Teachers use the portfolio to determine if students are meeting the standards, if there is evidence of instruction in the student work, and the implications that the work might have on future instruction.

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Performance/Action 4

Students not meeting standard(s) are grouped according to assessment results and are assigned to safety net instruction which occurs before, during, and after school. Programs such as, Saturday school or evening classes are also considered as a means for meeting additional instructional needs. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Safety net rosters✓ Student data✓ Other program rosters with assessment results✓ Formative assessment✓ Summative assessments, etc.	<p>Students who need additional assistance in meeting the standards are enrolled in safety nets. Safety net instruction is continuously monitored and teachers can explain how students are moved in and out of the program based on assessment results.</p> <p>Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.</p>

Performance/Action 5

Teachers conference with students about their work and set targets for improvement through written and verbal commentary.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Conference logs✓ Student work✓ Written commentary, etc.	<p>As a result of conferencing with students, teachers can articulate each student's strengths and next steps.</p> <p>Students can articulate their strengths and next steps.</p>

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Performance/Action 6

Students conference with students about their work through established practices and procedures. The Listening, Speaking, and Viewing Standard 1 provide expectations for students during one-on-one and group interaction.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Charts of practices and procedures or the Listening, Speaking, Viewing Standard 1✓ Rubrics for practices and procedures✓ Student written commentary, etc.	<p>Students can discuss the practices and procedures for peer conferencing.</p> <p>Students can describe the standards and/or elements that they look for in other student work and how they provide feedback.</p>

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Assessment Appendix

Appendix Assessment 1.1 A

The following is taken from the 2006 publication of the *Graduation Counts! Guide*.

Utilizing Data to Ask Probing Questions, Develop Strategic Actions, and Eliminate Gaps in Graduation Rates and Student Achievement

Test scores alone won't tell who your students are, what qualities are shared by the ones doing well, and why others are not successful.
Victoria Bernhardt (2000)

Introduction



Data driven decision making is no longer an option for today's educators. Some years ago, it was "good enough" to do what was thought to be the "right thing" in schools. The mandates of *NCLB*, as well as demands from an increasingly interested and savvy public, drive the accountability movement. This paradigm shift is, however, a blessing rather than a curse. Increased accountability has forced educators to take a hard look at the current system of delivery, ask probing questions and work diligently to raise the achievement of groups of students that may have been performing poorly for years. Creating a data-friendly culture in a district or school is a key to successful, continuous improvement.

If our goal is to increase student achievement, close performance gaps between groups of students, and increase graduation rates, we can no longer arbitrarily pick and choose school models of curriculum, instruction and assessment! We must choose those methods that are research- or evidence-based, implement them- while maintaining structural integrity, gather data during the implementation process and then evaluate them for effectiveness. Rather than creating a school improvement plan on what teachers or leaders want or think they need, we collect data to ensure that the focus is on the areas we need to strengthen. Furthermore, we create a formalized system of intervention that addresses these high need areas and, again, implement, gather data and evaluate results for effectiveness.

The Georgia Department of Education has published *The Data Utilization Guide* that is intended to be a one-stop handbook with a continuum of topics from introductory-to-advanced levels on how to use school data. *The Data Utilization Guide* is a primary resource for Georgia educators in the interpretation, utilization and analysis of data. Locate the GADOE homepage (<http://public.doe.k12.ga.us/index.aspx>) top, pull-down menus, choose "School Improvement" and then choose "Analysis and Planning". This will take you to the webpage that contains the electronic file for *The Data Utilization Guide*.

Action Steps and Strategies



The **key issue** in data utilization is that it's not the **data** that drives continuous improvement, but, the **information** that we extract to **give meaning to the data**. Too frequently, we find ourselves in a state of DRIP (Data Rich, Information Poor) in schools; however, this only frustrates staff members and leaves them feeling overwhelmed. Most researchers agree that test scores alone will not provide enough information on students, especially the kind of information needed to modify instruction.

In order to accomplish the core tasks of increasing high school graduation rates **and** preparing students for the rigors of high school courses, postsecondary study and the workforce, middle schools and high school must dig deeply into their shared student data **together!** Receiving schools should consider data from any feeder school that sends 50% or more of its students through matriculation.

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

Steps for High Schools and their feeder Middle Schools to Effectively Utilize Data

1	<p>Form a leadership team that collaborates and works both <i>within individual schools and between feeder schools</i>. Collection and analysis of school data is usually the first step in the continuous improvement cycle; however, in order for such a process to occur within a school or between schools, a collaborative structure must be implemented <i>and</i> tools to facilitate collaboration must be identified. Frequently, data analysis and improvement efforts are attempted by individuals, by small, select faculty groups, or by groups that are not representative of the entire faculty. In order for true data analysis and collaborative planning to occur, make sure that the school/feeder pattern/district leadership team(s) have representation from as many faculty groups as possible, while keeping the overall size of the group manageable (probably no more than 15, even in a large school). Remember group size when considering the number of tasks that will need to be accomplished as parts of any school improvement effort.</p>
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The concept of *Plan, Do, Study, Act* was first introduced by William Shewart in 1939, although it was Shewart's protégé W. Edwards Deming who encouraged the systematic, now widely-recognized four step approach for continuous improvement.

The PDSA (Plan Do Study Act) or PDCA (Plan Do Check Act) cycle or process is one tool that may be used by leadership teams for the continuous school improvement process in schools. The four steps: *Plan* (develop an improvement-focused plan), *Do* (implement the initial plan), *Study* (Evaluate data to confirm or to adjust the plan.) and *Act* (Implement the plan fully, making the necessary adjustments) afford school teams the opportunity to analyze data, collaborate, implement best practices and reflect on the effectiveness of those practices within teaching and learning.



Assessment Strand

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2	<p>Collect data of various types from multiple sources.</p> <p>Educational researcher, Dr. Victoria Bernhardt, (2000) describes four types of data that school leadership teams should consider for collection and analysis and the kind of questions each might help to answer.</p>
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Types of Data	Potential Sources	Question(s) Your Data Might Answer
Student Learning Data	Criterion-referenced test results, norm-referenced test results, grade point averages, benchmark and other assessments	<ul style="list-style-type: none"> - How did students at the school score on a particular standardized test? - Are there differences in student scores on standardized tests over the years? - Are there differences in the way groups of students score on standardized tests this year? - Over multiple years?
Demographic Data	Enrollment, attendance, grade level, ethnicity, gender, home background, and language proficiency	<ul style="list-style-type: none"> - How many students are enrolled in the school this year? - How has enrollment in the school changed? - Is there a trend in demographic changes for the school?
Perceptions Data	Questionnaires, interviews, on-line surveys, observations	<ul style="list-style-type: none"> - What do students/teachers/parents think about learning at the school? - What are current parent/student/teacher perceptions of the learning environment? - What are perceptions of the teachers' willingness to provide extra help for all students? - What do parents/students/teachers believe the "core business" of the school is? - Do parents/students/teachers believe that ALL students are held to high expectations?
School Process Data	Systematic examination of school practices and procedures- is student learning aligned with desired outcomes?	<ul style="list-style-type: none"> - What are we doing to teach critical reading? - How have we been teaching writing for the past five years? - How do students obtain extra help? - Is there a school-wide expectation for completing ALL classwork and homework? - How do we refer students to student support team?

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

3	<p>Analyze data and form hypotheses (avoid DRIP, being Data Rich, Information Poor).</p> <p>Remember, it is not the <i>data</i> that provides us with the meaningful information, but the <i>information extracted</i> from the data. It is imperative, then, to look at some of the conditions under which we examine and analyze data. In their Fall 2004 newsletter, the North Central Regional Education Laboratory makes some recommendations regarding the key steps to analyze data.</p> <ol style="list-style-type: none"> 1) Reserve adequate time to examine data. The collaborative dialogue that occurs while organizing and analyzing data, examining root causes and forming hypotheses should not be rushed. This, frequently, stifles staff communication. 2) Distribute the data to all participants. Upload the data to computers that your group will use during your collaborative discussion. You also may want to have the data in paper form. 3) Gather necessary materials for displaying observations and conclusions. As you prepare to begin probing your data, have plenty of presentation materials (easel, chart paper, markers, calculators, etc.) on hand to help you display your data and draw conclusions. 4) Utilize district summaries and look at student achievement data from each high school and their feeder middle schools collaboratively. 5) Locate the report that shows the number and percentage of students at each performance level, calculate the percentages of all students and student subgroups at or above the proficient level, and calculate the gaps between all students and student subgroups.
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To illustrate how high schools and their feeder middle schools can effectively collect and analyze data to inform their improvement planning, an example from eighth-grade mathematics will be used. For instance, if examining the following data collaboratively from grade eight to grade nine, in order to plan for student needs, what probing questions might be asked? Is there evidence to show that all students did or did not get the same standards-based classroom experiences? What performance gaps can be identified that support a need for immediate, focused attention in ninth-grade mathematics? What historical data might one examine to establish a trend or pattern with this cohort of students? How will the answers to these probing questions impact the goals and objectives in the school and/or district Continuous Improvement Plan?

Mathematics	XYZ District - 8th Grade GCRCT Performance - Spring 2005																				
:	Grade 8 - Data for All Students - PL1= 46%, PL2= 48%, PL3=6%																				
Grade Level	White			Black			SWD			Non-SWD			EconDis			Non-EconDis			LEP		
	PL 1	PL 2	PL 3	PL 1	PL 2	PL 3	PL 1	PL 2	PL 3	PL 1	PL 2	PL 3	PL 1	PL 2	PL 3	PL 1	PL 2	PL 3	PL 1	PL 2	PL 3
Grade 8	29	57	14	56	43	2	82	14	5	36	58	6	54	43	3	14	67	19	Too few		

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

4	Develop goals and specific, targeted strategies for secondary students.
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Examining the data (above) one finds some large performance gaps in Mathematics on the GCRCT among the XYZ District's eighth grade students. The mean score for:

- White students is 17 points higher than that of the total student population.
- Black students is 10 points lower than that of the total student population.
- Students With Disabilities is 46 points lower than that of Non-Disabled Students.
- Economically Disadvantaged students is 40 points lower than that of Non-Disadvantaged peers.

Before looking to develop goals and identify targeted strategies, other data pieces would be useful. How were the students grouped for instruction? Was ability grouping used? If so, were groups static or flexible and fluid- grouping and re-grouping every 3 to 4 weeks? What types of instructional strategies and/or methodologies were used with all eighth grade students? Were abstract mathematical concepts supported by the use of hands-on instructional tools? Were students required to master standards before proceeding on to more complex standards? Were Students With Disabilities served in the regular classroom within a collaborative classroom setting? Were there Extra Help opportunities offered- systemically and systematically- or, perhaps, required for all students not meeting the standards? Answers to these questions (regarding processes from the prior academic year) should help with potential solutions for these students as they enter grade nine.

Students who enter grade nine with deficits at the levels of some of the students in the XYZ district must be afforded very specific, target strategies to have the opportunity to catch up. Ideally, this should be done at *every* grade level and not just at the gateway points (from elementary to middle school or from middle school to high school). Look to suggestions regarding Extra Help in *Section III* and creating Pyramids of Intervention in *Section V*. Strategies, such as double-dosing or mandatory after-school extra help, will require many considerations regarding staffing, funding and general implementation. It is important to remember that this process should be replicated for each area in which there are significant student achievement gaps. Digging deeper into data requires time and the commitment to asking probing questions and facing the raw truth about school practices.

Assessment Strand
The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

5	Define assessment and evaluative criteria.
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It is advisable for school leadership teams to define evaluative criteria to determine their effectiveness in the use of data. For direction on creating an assessment tool to measure the effectiveness of the vertical collaboration between high schools and their feeder middle school in analyzing data, look to the Georgia School Standards: Planning and Organizational Standard 2. The elements that define the standard at the fully-operational level are similar to the descriptors that would describe the work of an effective, vertical data analysis team.

Georgia School Standards: Planning and Organizational Standard 2
A data-driven and consensus-oriented process for continuous improvement guides and informs the development and implementation of a current, well-articulated school improvement plan. This process and its related plan effectively guide the work of administrators, faculty, staff, and students to achieve designated short- and long-range performance goals and to work collaboratively to address all identified performance gaps.
All strategies selected by staff to address gaps and needs identified in their data-driven school improvement plan are consistently research-based and highly appropriate to ensure the achievement of designated short- and long-range goals.
The implementation of the school and/or district improvement plan and its impact upon student achievement data are closely monitored by the administration and the school leadership teams.

Assessment Strand

The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

6

Collaborate, collaborate, and collaborate- high schools and their feeder middle schools!

In excerpts from an article entitled *Leading edge: 'Collaboration lite' puts student achievement on a starvation diet* (*Journal of Staff Development*, National Staff Development Council, 2003, Vol. 24, No. 3), Rick DuFour explicitly states the importance of teacher collaboration when looking at data and planning strategic actions.

Leaders determined to impact student achievement must not settle for congeniality, coordination, delegating responsibilities, or any form of "collaboration lite." They must promote a collaborative culture by defining collaboration in narrow terms: the systematic process in which we work together to analyze and impact professional practice in order to improve our individual and collective results. The first key term in this definition is systematic. Teachers are not invited or encouraged to collaborate. Collaboration is embedded in the routine practices of the school. Teachers are organized into teams and provided time to meet during the school day. They are provided specific guidelines and asked to engage in specific activities that help them focus on student achievement. Teams center dialogue around three critical questions:

- *What is it we want our students to learn?*
- *How will we know when each student has learned it?*
- *How can we improve on current levels of student achievement?*

None of this happens by chance. School leaders develop procedures to ensure all staff work together to focus constantly on those key questions.

Second, the process is designed to impact professional practice. Staff members do more than analyze, reflect, discuss, or debate. They use collaboration as a catalyst to change their practices. They continuously look for more effective ways to help all students learn.

Third, the effectiveness of the collaborative process is assessed on results rather than perceptions, projects, or positive intentions. Teams identify and pursue specific, measurable, results-oriented goals and look for evidence of student achievement as the barometer of their success. They shift the focus from teacher inputs (for example, whether teachers accomplished their goal of creating a new unit or implementing a new strategy) to student outcomes--evidence that students are learning at higher levels.

Leaders foster powerful professional collaboration when they engage teams of teachers in 1) clarifying the essential knowledge and skills of a particular grade level, course, or unit of instruction; 2) developing common assessments of student learning; 3) analyzing results to identify areas of strength and weakness for both individual teachers and the team; and 4) establishing specific goals and action plans to improve student achievement.

Schools cannot achieve the systematic, results-oriented collaboration that impacts teacher practice unless teachers have both comparative student achievement data and collegial support.

Effective school leaders will not settle for what is now passing for collaboration in many schools. They will, instead, work with staff to create a systematic process in which teachers work together to analyze and impact professional practice to improve their individual and collective results

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 1: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.

Fully Operational 1.1

All teaching and learning activities are informed by a shared framework for instruction and reflect a shared understanding of what students should know, be able to do, and understand.

Performance/Action 1

Teachers and administration work together to research and select organizing frameworks that align standards, assessments, and instruction. The design of the curriculum maps, units, and lessons formats enable teachers to know what student should understand and be able to do.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Curriculum maps✓ Units for each content area✓ Lesson plan templates✓ Learning team minutes✓ Research, etc.	Teachers can articulate how the framework was selected and how it consistently guides a shared understanding of what students should understand and be able to do. Organizing frameworks that are aligned to standards direct instruction versus textbooks.

Performance/Action 2

Teachers and other instructional leaders receive professional development on a specific organizing framework and work collaboratively to develop maps, units, lessons, and common assessments. The selected frameworks reflect a clear understanding of what students should know and be able to do to achieve mastery of state standards, as well as local and state assessments.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Selected unit design format✓ Embedded performance tasks aligned to standards✓ Enduring understandings aligned to the standards✓ Meeting agendas and minutes✓ Sign-in sheets for training, etc.	Throughout the school, instruction is designed and delivered based upon the selected framework. Teachers can show where the state standards are embedded in unit plans, lesson plans, etc. A process or checklist has been applied to ensure that all standards and elements are included in the frameworks.

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Performance/Action 3

The instructional design team or leadership team develops a rollout plan to implement the organizing framework and coordinate professional learning, support, and monitoring. This plan includes support structures such as modeling by coaches or lead teachers, model classrooms, peer observation schedules, study groups, and teacher meetings.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Master schedule✓ Rollout plan✓ Common standards-based unit plans, etc.	<p>Administration can identify the organizing framework that teachers use for planning lessons and explain the rollout plan to include all available support structures.</p> <p>Administration can describe progress toward school-wide implementation of the organizing framework.</p>

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 1: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.

Fully Operational 1.2

Teachers plan together using a consensus-driven framework in designing, monitoring, and revising instruction to ensure that students are progressing toward meeting the standards.

Performance/Action 1

The school schedule is designed to reflect designated times for common content area teacher meetings, grade, or team meetings, and vertical planning meetings. Most learning team meetings are scheduled during common planning periods, and teachers meet during the school day each week.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School schedule✓ Collaboratively developed frameworks, performance tasks, and assessments✓ Teacher meeting agendas and minutes, etc.	Administration can explain when collaborative teacher teams meet and the outcome expectations of team meetings. Common consensus-driven organizing frameworks are used among teachers. The frameworks detail standards-based expectations.

Performance/Action 2

Teachers meet to agree upon a common understanding of the standards and elements by reviewing the standards, elements, and benchmark student work (e.g. anchor papers, exemplars, projects). Teachers collect exemplary student work to clarify mastery of standards or specific elements. They analyze student work samples to plan and revise units or lessons, develop specific studies around common topics.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Units or lessons aligned to standards and elements, etc.✓ Benchmark work samples (anchor papers, exemplars, projects)✓ Student work aligned to elements of standards✓ Rubrics✓ Meeting agendas and minutes, etc.	Common units, lessons, performance tasks, and assessments that reflect the rigor of the standards are used by the teachers. Through the use of the collaboratively developed documents, teachers can articulate what they expect students to know, understand, and be able to do.

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Performance/Action 3

Common formative and summative assessments are analyzed by learning teams to develop and revise units, lessons, and/or strategies. Units of study and lessons are analyzed by reviewing student work that meets, exceeds, or does not meet standards.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Revised units, lessons, or strategies✓ Completed class profile sheets✓ Content assessment reports or data charts✓ Student work with commentary✓ Sign-in sheets✓ Agendas and minutes, etc.	Teachers can discuss how units and/or lessons are revised based on formative and summative assessments (e.g. one-on-one conferencing, class profiles, portfolios, end of unit tests, culminating performance tasks, etc.).

Performance/Action 4

The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialists. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Disaggregated Lexile reports and /or local reading reports✓ 25-Books Standard committee guidelines✓ Resource alignment to units✓ Media circulation records, etc.	Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 1: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.

Fully Operational 1.3

Learning goals are always aligned with GPS and communicated by the instructor, with all teaching-learning-assessment tasks designed to ensure student mastery of GPS. A majority of students know the learning goals for which they are responsible and are able to self-evaluate and contribute to peer review conferences based on the required learning goals and curriculum standards.

Performance/Action 1

The expected understanding of units and lessons are determined collaboratively by teachers and are based on the standards for the subject and/or grade level. Essential questions, enduring understandings, or lesson goals use the language of the standards/elements appropriate for the lesson. The teacher explains the learning goals and the vocabulary of the standard. The language of the standard is referenced throughout the lesson.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Posted essential questions, enduring understandings, learning goals✓ Lesson and/or unit plans with learning goals✓ Common performance tasks, etc.	Teaching, learning, and assessment tasks reflect the rigor of the standards and elements consistently in like grade level and/or content area classrooms. Teachers articulate a common understanding of the rigor expected from the standards.

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Performance/Action 2

Time is scheduled to communicate summative and formative assessment results to students. Teachers work with students to establish learning goals based on their assessment results and the standards. Student conferences may be held with the teacher, administrators, graduation coach, peers, parents or a combination of these persons to define student learning goals. Learning goals are written by the students as age appropriate. Teacher instruction includes the identified needs of students, and flexible grouping is used to enable students to reach mastery of the standards and learning goals. A manageable assessment system is in place for teachers and students to maintain records of student mastery of standards and personal goals.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Test talk conference schedules✓ Student goal sheets or notebooks with attached appropriate student reports (Ex. CRCT, PSAT, Writing, etc.)✓ Benchmark work and/or exemplars✓ Assessment notebooks noting strengths and needs of students, etc.	<p>Teachers can identify students’ strengths and next steps toward meeting the standards and related learning goals.</p> <p>Students can articulate their learning goals and discuss their progress toward meeting the learning goals.</p>

Performance/Action 3

A systematic process is developed school-wide for students to use their portfolios and other work samples to monitor targets and goals for improvement. Students know their strengths and weaknesses and understand the specific grade level and/or subject expectations for meeting the standards. Teachers and students use this information to establish and prioritize goals for improvement.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student learning goal sheets or assessment notebooks✓ Conferencing logs✓ Teaching rubrics✓ Student portfolios of work over time✓ Teacher commentary providing strengths and next steps, etc.	<p>Students can show their work and can verbalize the targets and goals they have established as well as the progress made toward meeting those goals and targets.</p> <p>Students can articulate their strengths and weaknesses as related to assessment results and mastery of standards.</p>

Instruction Strand
Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 2: Research-based instruction is standard practice.

Fully Operational 2.1

All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners.

Performance/Action 1

Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (i.e. instructional framework).

An example of an instructional framework is:

Opening - The beginning of the lesson clearly establishes the expected learning outcomes.

Work Session - During the work session, students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real world applications.

Closing - Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned in a lesson. Closings and summaries confirm conceptual understanding. They link back to the opening and the targeted standard or elements.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Lesson plans✓ Observation of an established delivery model such as the workshop model, open-work-close, six-step format, etc.✓ Observation of various instructional roles of teacher as facilitator, presenter, or coach during lesson, etc.✓ Varying activities for opening, work time, closings, inquiry, etc.	<p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p>

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Performance/Action 2

Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc. Co-taught classes use one of the five instructional models to best support students’ mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach-one assist.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Small groups, pairs, independent work, conferencing etc. observed✓ Co-teaching lesson plans✓ Room arrangement that support delivery modes, etc.	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students’ needs.</p> <p>Students transition smoothly from one activity to another. Students can explain different grouping options typically used in the class.</p>

Performance/Action 3

Teachers and other instructional leaders meet collaboratively to determine and agree upon school-wide expectations for an organized classroom environment and classroom procedures.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Materials or resources and technology are easily accessible✓ Charts for classroom practices and procedures✓ Teacher meeting notes✓ Student handbooks, etc.	<p>Students can articulate and demonstrate classroom practices and procedures that minimize interruption or disturbance. These include the process of obtaining and returning instructional materials, as well as making brief and smooth transitions between activities.</p>

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 2: Research-based instruction is standard practice.

Fully Operational 2.2

All teachers emphasize and encourage all learners to use higher-order thinking skills (e.g., compare, contrast, classify); processes (e.g., problem-solving, decision-making); and mental habits of the mind (e.g., critical thinking, creative thinking, and self-regulation).

Performance/Action 1

Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. Teachers develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students’ understanding of concepts during instruction.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Open-ended questions on assessments✓ Performance tasks✓ Rubrics✓ Graphic organizers✓ Classroom assessments✓ Posted essential questions, standards, etc.	Teachers can explain how an assessments, performance tasks, etc. emphasize higher-order thinking.

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 2: Research-based instruction is standard practice.

Fully Operational 2.3

All teachers make appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon diagnosis of students’ readiness levels, learning styles, interests and personal goals.

Performance/Action 1

Teachers participate in professional learning on differentiated instruction. Appropriate support and follow-up is planned quarterly by the leadership team and in collaborative teacher meetings. Follow-up support may include planning teacher meetings on management of formative assessment data to guide differentiated instruction, facilitating work groups, varying tasks, etc., scheduling demonstration lessons and teacher observations, videotaping classes for additional professional learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Professional learning schedules, sign in sheets, agendas and minutes✓ Classroom arrangements✓ Sample activities and performance tasks in lesson plans✓ Group assignment charts✓ Student choice of assignments, etc.	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently; tasks may vary based on interest and student needs. Teachers can explain how data supports the differentiated instruction.

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Performance/Action 2

Collaborative teacher meetings are held to determine the approximate reading level of resources (textbooks, trade books, software, etc.) and to review the reading levels of students. Follow-up teacher meetings are held to clarify how these two sources of information will be used to plan appropriate instruction, provide students with resources that are accessible, and develop reading strategies.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student reading level data Ex. Lexile, Dibles, DRA✓ Reading level text assessment Ex. Lexile, SMOG✓ Reading logs✓ Agendas and minutes from teacher meetings:<ul style="list-style-type: none">• to determine reading levels of text• to plan appropriate instructional strategies✓ Conference notebooks, etc.	<p>Teachers can demonstrate a method used to determine the reading level of their textbooks or other reading material. Teachers use instructional strategies necessary for students to understand and apply standards when the textbook exceeds the student’s reading level (e.g. Read aloud-Think aloud, questioning the author, etc.).</p>

Performance/Action 3

Teachers use the standards as the expectation for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students’ levels of understanding.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student work✓ Unit plans✓ End of unit products✓ Conference notes✓ Analysis of formative assessments✓ Math assignments using manipulatives✓ Various leveled texts on topics aligned to the standards, etc.	<p>Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, math manipulatives, etc.). Teachers can explain how different performance tasks require different skills.</p> <p>All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards.</p>

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 2: Research-based instruction is standard practice.

Fully Operational 2.4

Student work consistently reflects students’ achievement of GPS and related learning goals, including demonstration of understanding (e.g., explanation, interpretation, application, self-knowledge) and an ability to apply knowledge and skills with a level of independent application and conceptual understanding.

Performance/Action 1

Collaborative teacher meetings are held to review and or design performance tasks and assignments. Teachers work professionally and collaboratively to review the tasks and assignments and discuss their alignment with grade/subject level learning goals, standards and elements. The assignments and tasks reflect the rigor and language of the standards. The assignments and tasks require explanation, interpretation, and conceptual application.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Performance tasks✓ Common assessments✓ Collaborative teacher meeting agenda and minutes✓ Chart of standard/element and test item correlation of teacher-made tests, etc.	<p>The assignments and performance tasks are directly aligned with appropriate standards and elements. Teachers can articulate the process used to come to consensus regarding the rigor that is expected by the standards. They can describe revisions that have been made to performance tasks as a result of this process.</p>

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Performance/Action 2

Time is scheduled periodically in class to establish individual learning goals based on assessment results and standards in units of study. Scoring rubrics, samples of benchmark work and end of unit expectations or projects are discussed to clarify rigor and relevance of study.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Common assessments; end of unit projects✓ Student learning goals✓ Rubrics✓ Samples of benchmark work;✓ Bulletin boards with student work, assigned tasks, commentary detailing mastery of elements in the student work, etc.	<p>Students can explain or interpret new learning in different applications. Worksheets are not used as the primary source of practice or assessment.</p> <p>Students can explain how teaching rubrics as well as benchmark work help them to understand the rigor of what is expected.</p> <p>Students can articulate their learning goals based on assessment results and current units of study.</p>

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 2: Research-based instruction is standard practice.

Fully Operational 2.5

All students benefit from instructors’ use of flexible grouping practices based upon effective and ongoing diagnosis and formative assessment. Groups are formed and then dissolved in a flexible and proactive manner based upon students’ changing readiness levels, interests, and learning styles in relationship to GPS and other learning goals.

Performance/Action 1

Teachers are provided professional learning on the use of diagnostic and formative assessments and learning styles to strengthen flexible grouping practices.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Professional learning agendas and minutes✓ Sign-in sheets✓ Diagnostic assessment results✓ Formative assessment results✓ Assessment class profile charts, etc.	Teachers can explain the diagnostic assessment results that have been disaggregated for their class. Teachers can show examples of formative assessments that have been used to determine flexible groups.

Performance/Action 2

Using diagnostic and formative assessments, teachers group their students in a variety of ways to include, whole group, small group, cooperative learning pairs or groups, individual, interest-based, skills-based, knowledge-based, etc. The groups are interchangeable as student achievement progresses. Conferences are held with students to review progress in mastery of appropriate standards and establish next steps for improvement. Conferences are held about twice a month with each student as evidenced by a conference notebook.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Diagnostic test results✓ Formative assessment results✓ Assessment class profile charts✓ Conference notebook✓ Grouping assignments✓ Unit and/or lesson plans, etc.	Teachers can show examples of diagnostic and formative assessments that have been used to determine flexible groups. Students share ways that groups change in the class. Students share that choice of assignments are often allowed, and they are able to give examples.

Instruction Strand
Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 2: Research-based instruction is standard practice.

Fully Operational 2.6

All students benefit from required and timely as well as systematic and data-driven interventions that address learning weaknesses and support them to accelerate learning where appropriate.

Performance/Action 1

The leadership team collaborates to develop, implement, and monitor a pyramid of intervention which details levels of interventions for students who need additional support to achieve mastery of standards and prevents any student or subgroup from “falling through the cracks.” The pyramid of intervention planning begins with professional learning to ensure that all teachers understand standards-based teaching and learning practices. Additional school-wide academic interventions are then planned with incremental levels of support and intensity. The pyramid of intervention should reflect sufficient opportunities to support all students in need of intervention, including a growing number of students enrolled in advanced courses.

The intervention plan includes:

- a data-driven student participation process utilized throughout the school year
- a plan for utilizing teachers with the content background needed to support the intervention
- a process and schedule for communicating the identified standard deficits and improvements of students to the appropriate teachers/parents
- the selection of instructional resources that differ from those used in the classroom
- a process for routinely monitoring student achievement and the effectiveness of each level of intervention
- an exit process for students who master the standards and meet learning goals

(See Appendix Instruction 2.6 A for additional information on best practices in providing extra help to students, Appendix Instruction 2.6 B and C for activities that prompt discussion about beliefs pertinent to pyramids of intervention, and Appendix Instruction 2.6 D-G for activities or information that further support the design and implementation of pyramids of intervention.)

Artifacts:	Evidence:
<ul style="list-style-type: none"> ✓ Pyramid of intervention or safety-net plan ✓ Roster of targeted students ✓ Flyers or announcements ✓ Disaggregated student achievement data ✓ Class profile charts ✓ Student learning goals, etc. 	<p>Teachers can explain the data that supports student participation in particular interventions.</p> <p>Teachers and administration can outline the process utilized to target and schedule students who need additional assistance.</p>

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Performance/Action 2

Regular education teachers frequently schedule small group instruction to target identified areas of need. In addition to classroom instruction, other interventions are planned and implemented. Routine monitoring of safety net interventions is planned by the leadership team, a pyramid of intervention committee, and/or the regular education and safety net teachers. Monitoring plans should include:

- observation of instruction aligned to targeted student needs and the standards
- student progress records
- analysis of student work with commentary
- student progress toward established learning goals
- language of the standards used throughout instruction
- students’ use of the language of the standards in supporting their answers
- collaborative meeting plans between regular and safety net teachers

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Completed awareness walk forms monitoring interventions✓ Observation records✓ Disaggregated student achievement data✓ Class profile charts✓ Student learning goal charts✓ Portfolios of student work✓ Assessment notebooks✓ Conference logs, etc.	<p>Safety net teachers can explain how the curriculum and instruction match the identified needs of the students.</p> <p>Classroom and safety net teachers can explain how instruction is planned and revised based on their collaborative meetings.</p>

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 2: Research-based instruction is standard practice.

Fully Operational 2.7

All teachers and students work collaboratively to use technology to reinforce achievement of standards mastery; to support students’ conceptual understanding and independent application of core content; and to differentiate the teaching-learning process to accommodate students’ readiness needs, interests, and learning profiles. There is clear and comprehensive evidence of technology being integrated into the curriculum design, development, implementation, and evaluation process. A majority of students demonstrate true ownership of technology as a set of tools and resources to complement their learning process and to reinforce their ability to investigate information and analyze it.

Performance/Action 1

Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students’ conceptual understanding and independent application of the core curriculum.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Computers✓ Lesson and unit plans✓ LCD projectors and other technological equipment✓ Comprehensive plan to integrate technology✓ Collaborative teacher meeting minutes and agendas, etc.	Teachers can articulate the use of a comprehensive technology plan to enhance student learning.

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Performance/ Action 2

Teachers effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Computers✓ Lesson or unit plans✓ LCD projectors and other technological equipment✓ Media center/lab use schedule✓ Student work enhanced by technology✓ Performance tasks incorporating technology✓ Research projects, etc.	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology. Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p>

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 3: High expectations for all learners are consistently evident, with students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria.

Fully Operational 3.1

High and clear expectations are established by all students and all teachers working in partnership. All students are engaged in work that is authentic and standards-driven and requires higher-order reasoning and independent application of GPS.

Performance/Action 1

To reach consensus on high and clear expectations, an adequate number of collaborative teacher work sessions are held for each subject:

- to establish authentic standards-based performance tasks and end of unit projects that require higher-order reasoning and real world application
- to collect and analyze sample student work aligned to standards in units or lessons in order to provide sample benchmark work to students
- to develop scoring rubrics that detail expectations for specific units, assignments, or end of unit projects

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Leadership team minutes outlining collaborative teacher meeting topics✓ Collaborative teacher meeting agendas and minutes✓ Collaboratively developed performance tasks✓ Scoring rubrics designed for unit projects or performance tasks✓ Formative assessments in units and/or lessons✓ Student work analyzed to ensure alignment to the elements of the standards with commentary, etc.	<p>Teachers articulate how all students are held to the same standards. Teachers communicate high expectations for all students and can explain the supports that are in place to ensure success for all students.</p> <p>Administration can articulate school-wide practices and/or procedures that communicate clearly that learning is the priority in the school.</p>

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 3: High expectations for all learners are consistently evident, with students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria.

Fully Operational 3.2

All teachers and students work collaboratively on a regular basis to establish and achieve clear, challenging learning goals aligned to GPS and designed to ensure conceptual understanding and eventual independent application.

Performance/Action 1

Teachers work collaboratively to develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts. Students are provided time to share the concepts learned orally or in writing.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Units or lessons aligned to the appropriate standards and elements✓ Posted learning goals, standards/elements, essential questions✓ Performance tasks, projects✓ Teacher meetings agendas and minutes✓ Student learning goals, etc.	<p>Students articulate that their learning goals are challenging but attainable.</p> <p>Using student work or assessment results, students can express goals and standards they have mastered as well as those they need to strengthen.</p>

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Performance/Action 2

A school-wide reading plan developed by the leadership team or a committee detailing the guidelines for meeting the 25-books standard.

The school-wide reading plan may include:

- expectations for meeting the standard,
- options for monitoring students’ progress toward meeting the 25-books standard,
- classroom routines for book discussions, and
- celebrations of reading accomplishments.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School-wide reading plan to achieve the 25-books standard✓ Student goal sheets✓ Up-to-date independent reading logs✓ Grade level reading lists✓ Classroom libraries✓ Leveled text, etc.	Students can explain the expectations of the school-wide reading plan. Students have established their reading goals and can articulate their progress toward meeting their goals.

Instruction Strand

Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Instruction Standard 3: High expectations for all learners are consistently evident, with students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria.

Fully Operational 3.3

All students demonstrate varying degrees of personal efficacy and responsibility, consistently working with instructors to identify and apply evaluation criteria and monitor their achievement of those criteria via such tools as benchmark work and anchor papers, rubrics, scoring guides, and evaluation checklists.

Performance/Action 1

Teachers have clearly defined curriculum plans and expectations for meeting the standards in each subject area. The plans and expectations are discussed with the students as a whole group, in teacher-student conferences, as well as parent conferences. As a result, students write clear, meaningful, and personal goals based on the standards and summative or formative assessment results. As they strive to meet their goals, students use feedback to analyze and revise their work.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Standards based displays✓ Teaching and scoring rubrics developed by teachers and students✓ Teacher/parent/student conference notes✓ Conferencing logs✓ Independent reading logs✓ Student achievement goals✓ Student contracts✓ Analyzed student work with standards-based commentary✓ Student portfolios, etc.	<p>Students can articulate their goals.</p> <p>Students compare their work to benchmark work, rubrics, etc. and can explain how their work is progressing toward meeting the standard(s) and developed goals.</p> <p>Parents can articulate the standards and goals their child or children are striving to meet.</p>

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Performance/Action 2

Focused lessons are developed to convey high expectations through the use of benchmark work, rubrics, commentary aligned to standards. The focused lessons are developed collaboratively by teachers to teach students how to use these tools to identify strengths and next steps toward meeting standards.

Focused lessons are used to teach students how to utilize:

- Benchmark student work and/or exemplars
- Teaching rubrics
- Teacher and student commentary

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Benchmark student work and/or exemplars✓ Analyzed student work✓ Teaching rubrics✓ Teacher and student commentary aligned to specific elements✓ Mini lessons✓ Teacher/student commentary, etc.	<p>Students can show where their work demonstrates standards or elements.</p> <p>Students can show how benchmark work, rubrics, or commentary was used to improve their work.</p>

Instruction Appendix

Appendix Instruction 2.6 A

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Activity V – Examining Current Practices for Extra Help

Participants:	School Leadership teams
Facilitators:	self-facilitating school leadership teams
Time:	TBD
Resources:	Best Practices in Extra Help document

In your school leadership teams, discuss the extent to which your school exemplifies each element. Determine next steps for including the missing or lacking elements in the school improvement plan.

Quality Extra Help: The Basics

Providing extra help for students can be the solution or a futile effort dependent on whether or not the foundation pieces are in place. Below, is a brief outline of the key elements of providing “successful” extra help that will truly produce higher levels of student achievement?

1) Assign the “best” teachers to the learners who have the most difficulty.

By assigning struggling students to the teachers who have proven to be the most effective at leading students to master the standards (and/or hiring these individuals to staff the extra help sessions), over half of the battle may be won. Too frequently, learners who struggle most are assigned the least qualified, or frequently non-certified, teachers. Research demonstrates, of course, a strong correlation between teacher quality and effectiveness and student achievement.

2) Extra Help is usually best delivered by the “teacher of origin”.

If a student’s content teacher is a highly-qualified, master teacher it is usually most effective for that professional to deliver the needed extra help for the student. Frequently, to what degree the student has or has not mastered the standard(s) and/or specific means in which the student best learns becomes lost in the communication between the content teacher and the extra help teacher. If the previously stated condition is in place, the teacher who sees the student on a daily basis is the best person to determine the student’s extra help needs.

3) Recreate extra help around the framework of “prevention” rather than (always) “intervention”.

Through collaborative efforts between schools and feeder schools, knowledge can be gained to create structures and services to help students “catch up”, academically, before they begin to drown in failure. Georgia schools have data readily accessible to them on each student **before** he or she walks into that school on the first day, yet, it is seldom utilized effectively. It is important to consider a three-year pattern of performance when looking at state assessment data and to carefully examine students who pass state assessments only “marginally”. Summer Bridge programs, strategic “catch up” elective courses, assigned summer work (pencil-and-paper or web-based), peer tutoring, facilitated previewing of standards and a number of other means may be employed to boost students’ skills before they experience difficulty.

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4) *Create a structure that allows for extra help to be delivered during the school day.*

Although this is not an easy task, there are few incidences in which this cannot be accomplished. It is, frequently, more about creativity and flexibility than about additional resources. For some students this may mean double-dosing (an extended or double-blocked or year-long class) and for some it may mean, only, an occasional extra help session in the morning prior to the beginning of the school day. The important thing is for schools to dig deep into their data to determine a) who is in need of extra help and b) when can that help be accessible and delivered to all who are in need?

5) *Ensure that the need for extra help doesn't place students in a "remedial track".*

All students should have equal access to a rigorous and relevant course of study, independent of their need for extra help. All teachers should hold high expectation for ALL students in a standards-based classroom. This is an especially important consideration when scheduling students with a history of academic difficulty and students with disabilities. Too frequently, collaborative teaching sections (where a special educator and regular educator share teaching responsibilities) are assigned to a non-college preparatory or low-level class or course. Too frequently, these classes are "top-heavy" with struggling students, special education students and/or students with behavioral problems. These types of structures do not reflect best practice and, too, may bring up serious issues of equity and access to rigorous, grade-level standards.

6) *Make most of the extra help offered non-negotiable!*

How much do we really need to say here? We are, after all, working with adolescents-whether in middle school or high school. The bottom line is that we are the adults, the professionals, and we cannot leave a student's success or failure totally up to him or her. Few students have the initiative, self-discipline, and/or parental monitoring to attend extra help every time it is necessary. This is a call, too, for educators, not to design the school's extra help program(s) as if they were open casting calls. Extra help must be stable and deliberate and students must know "when", "where", "how" and "why" each time they attend.

Appendix Instruction 2.6 B

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Pyramids of Academic Interventions **Supporting Students in Grades 6-12 with the Rigors of Secondary Education**

“The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students.”

. . . James Wright (2005)

Introduction



With increased accountability and the move toward full implementation of standards-based instruction in Georgia, schools must embrace the challenges of added rigor for ALL students. Certainly the powerful tools of differentiation and formative assessment will bring about higher levels of learning for a greater percentage of our students. However, in *Whatever It Takes*, a key question has been posed: How will we respond when students are not learning? Schools need an additional, powerful weapon: a Pyramid of Interventions. How to develop that pyramid is the subject of this section.

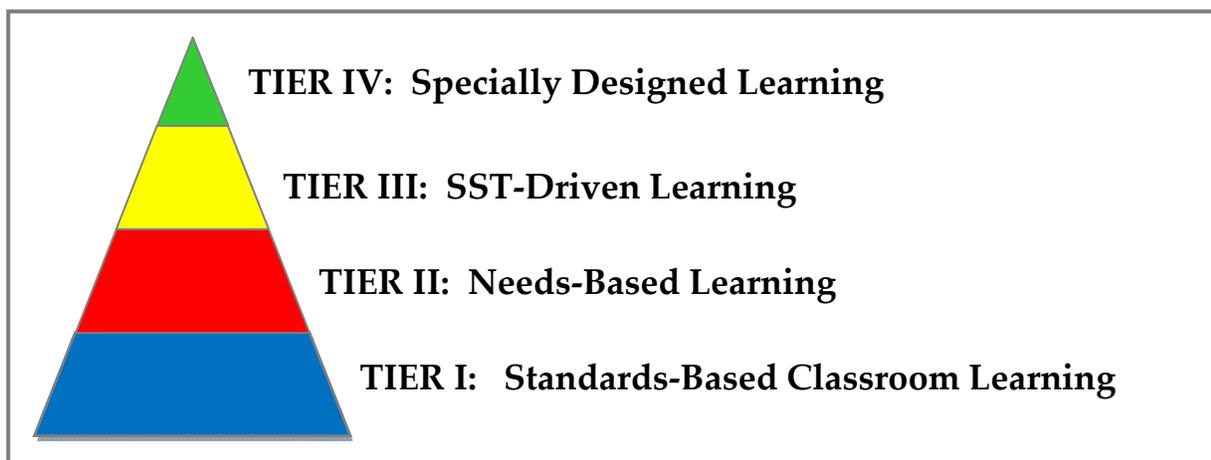
A pyramid of academic interventions is a school’s systemic and systematic response to struggling students who need additional support. The interventions are strategies that the Professional Learning Community employs as students *begin* to struggle. Use of an effective pyramid is school-wide, directive, and required of the staff. The strategies that are utilized increase in intensity over time.

Below is a simple schematic of the four tiers of the Georgia Department of Education’s Student Achievement Pyramid of Interventions. For a detailed look at this framework, see: (http://public.doe.k12.ga.us/tss_school_redesign.aspx).

The focus of the remainder of this section will be the process that school leaders can use to lead their staffs in developing their own building-level Tier II pyramid of interventions. The five activities that are contained in this section will give them a springboard to action as they work to become a professional learning community that is moving from the “knowing mode” into the “doing mode” (DuFour, Eaker, DuFour 2005).

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Action Steps and Strategies



If your school's data tells a story of failure for students, re-examining the staffs' beliefs is a great place to start. Does your school really know itself? Do faculty and school leaders really know what they believe? Is there a disconnect between the posted mission and beliefs (that often hang on the walls) and the day-to-day teaching and learning practices in the school? Usually the posted philosophy indicates a belief that "all students can learn." In *Whatever It Takes*, the authors present four schools that practice four decidedly different mission statements or philosophies.

The Charles Darwin School <i>"We believe all kids can learn ... based on their ability."</i>	The Pontius Pilate School <i>"We believe all kids can learn ... if they take advantage of the opportunity we give them to learn."</i>
The Chicago Cub Fan School <i>"We believe all kids can learn ... something, and we will help all students experience academic growth in a warm and nurturing environment."</i>	The Henry Higgins School <i>"We believe all kids can learn ... and we will work to help all students achieve high standards of learning."</i>
<small>Whatever It Takes by DuFour, Eaker, Karhanek, DuFour</small>	

The four scenarios are quite poignant and revealing of what is out there in the real world of school beliefs and practices. At the secondary school level, it is possible that some students might come in contact with all four of the philosophies in practice during one typical school day. Use the following activity with your faculty to discover the practiced beliefs at your school and to begin the journey toward the "Whatever It Takes" philosophy.

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Activity I - Reflecting on Beliefs

Participants:	Teachers
Facilitators:	School Leader
Time:	TBD
Resources:	“Four Schools” Handout adapted from Whatever It Takes

Give the participants the “Four Schools” handout and use the script below to further explain the specific philosophies presented. (http://public.doe.k12.ga.us/tss_school_redesign.aspx).

At the Charles Darwin School, the teachers believe that the abilities that students walk in the door with predetermine their successes or failures at school. “If the incoming students are smart, we can teach them; if they are not, we can’t do a lot for them.”

At the Pontius Pilate School, the teachers insist that they offer students wonderful opportunities to learn, and then at the end of the day they “wash their hands” of any additional responsibility. Everything else is the responsibility of the students and their parents.

At the Chicago Cub Fan School, the teachers dream of playing in the World Series (i.e. making AYP for all sub-groups consistently), but they usually lack the commitment or execution to make the dream a reality. They still glow with that warm and fuzzy feeling, but it is always: “Wait ‘til next year!” Students really enjoy coming to school to socialize, but, unfortunately, they just don’t learn very much.

At the Henry Higgins School, the teachers (like Professor Higgins of My Fair Lady) believe that they can perform miracles. They never give up and are willing to do “Whatever It Takes” in regard to time and support to help students reach high standards of achievement.

Have your staff **anonymously** mark with an “X” the most common belief practiced by the **other members** of the school faculty. Have the school leadership team tally up the responses. At the next meeting, present the tallies to the school staff and have them discuss the results. At this time, it may also be helpful to provide teachers with a copy of the school’s current mission statement so they can begin to see any evidence of a disconnect between beliefs and practice.

If the survey suggests that the “Charles Darwin” philosophy is the most common practice in the building, then the staff should collaborate in small learning teams (7-10) to develop probing questions to lead the their peers “toward the light.” See the sample questions below that are designed to “move” those who are don’t believe that education can work for all students.

- Is your current practice in sync with our posted mission?
- What are the benefits of attempting high levels of learning for all students?
- How much impact can a school have on a student?
- If your son or daughter struggles in school, would you want him or her to attend this school?
- Why did you initially go into teaching?

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If the survey suggests that the “Pontius Pilate” philosophy is the most common practice in the building, then the staff should collaborate in small learning teams (7-10) to develop probing questions to lead the their peers “toward the light.” See the sample questions below that are designed to “move” those who believe that their role as educators is simply to provide opportunities for students.

- Is your current practice in sync with our posted mission?
- Do teachers have a responsibility to take additional steps to motivate and engage?
- Think back to your elementary, middle and high school days.
 - How responsible were you at age 8, age 12, and age 16?
 - Did you take advantage of everything that the school offered?
 - Were you always highly motivated to learn?

If the survey suggests that the “Chicago Cub Fan” philosophy is the most common practice in the building, then the staff should collaborate in small learning teams (7-10) to develop probing questions to lead the their peers “toward the light.” See the sample questions below.

- How do you ensure rigor in your classroom?
- How do you measure growth for individual students?
- Do your performance tasks stretch your students mentally?
- If your son or daughter were brilliant, would you want him or her to attend this school?

If the survey suggests that the “Henry Higgins” philosophy is the most common practice in the building, then the staff should collaborate in small learning teams (7-10) to spread this belief using any of the sample questions from the Charles Darwin, Pontius Pilate, and Chicago Cub Fan sections to win over the various factions in the building. Additional questions could be:

- How important is positive thinking for student and teachers?
- Are there high expectations for teachers as well as students?
- Will conditions outside of the school’s control stop the staff from giving its best effort?
- If “*Good is the Enemy of Great*” (Collins 2001), how do we get to the next level?

At this point, do not fall into the trap of those who insist that the entire staff will have to wait until everyone is “on board” (Pfeffer and Sutton 1999). Move quickly into Activity II.

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Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Appendix Instruction 2.6 C

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Which of the staffs’ current practices are getting in the way? Teachers often hold very intense beliefs about the way they do things. Some teachers feel very strongly about time restrictions and deadlines while others will righteously defend their grading practices. The single best strategy for addressing these practices is to drag them up into the light of day and then to make people think about the underlying assumptions to those practices (Senge *et al* 2000).

Activity II: Current Practices That are Getting in the Way

Participants: Teachers
Facilitators: School Leader and SLT Members
Time: TBD
Resources: Chart Paper and Markers

These practices need to be confronted in the learning teams through reflection that is led by the school’s leadership. For this activity, the faculty should be carefully divided into groups of 7–10 that contain a good diversity of experience, subject areas, and grade levels. (“Birds of a feather” should not be allowed to flock together.) Assign a member of the school leadership team to facilitate the work with each team. The learning groups should explore questions such as:

- How much formal training have we had in assessment and test design?
- How accurately do we evaluate students?
- Do our assessment practices merely compare students with each other?
- Do we believe in A, B, C, and NY (Not Yet) assessment?
- Do we grade on progress toward meeting the standard or do we just average all of the grades?
- Can time be a variable for various students?
- What is the “ZERO STATUS” in the building?

- Do some teachers use zeroes as weapons?
- Is a zero a “cop out” for students?
- Does a zero send the message that learning is optional at our school?
- What techniques do some teachers use to get students to turn in their assignments?

Current Practices That are Getting in the Way		
CURRENT PRACTICE	UNDERLYING ASSUMPTION	IS THE PRACTICE WORKING?
Zero for Late Work	Teaches Responsibility	Not Exactly
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



The groups should chart the practices that may be barriers, write the assumptions behind the beliefs and report how well the practices are working. A clever facilitator should remind the participants that Einstein once noted, “Insanity is doing the same thing over and over and expecting different results.” Have the groups report their findings OUT LOUD to the faculty. Remind participants that they should respect the opinions of their colleagues. They should also “be willing to roll over the rocks to see what squiggles out” as they begin “to confront the brutal facts” about their practices (Collins 2001).

Instruction Strand
Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Appendix Instruction 2.6 D

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Some teachers in the school are already using some academic interventions with their students. The next activity is designed to make those “private” practices public and to begin the discussion about what would work as school-wide academic interventions.

Activity III - Random Acts of Academic Intervention

Participants: Teachers
Facilitators: School Leader
Time: TBD
Resources: Chart paper and markers

In groups of 7-10, have teachers list all of the academic interventions that they are currently using in their classes when they notice that students are struggling and failing to learn. Once you have a comprehensive list, allow the teachers time to explain to the staff how well their random acts are actually working. The school leadership team should then determine which practices show the most promise for the various groups of students who are having difficulties.

RANDOM ACTS ACTIVITY

In groups of 7-10, chart all of the intervention activities that are currently being used by the school or teachers.

Progress reports more often than required

Instruction Strand
Designing and implementing teaching – learning- assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).

Appendix Instruction 2.6 E

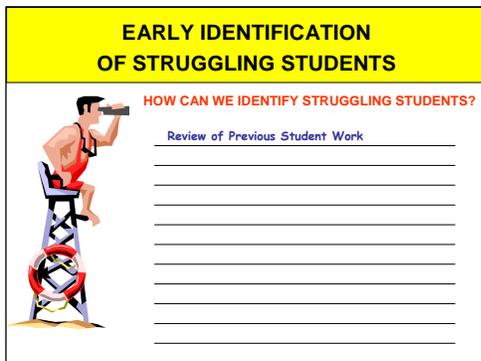
The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Most schools can easily identify students who have fallen through the cracks at the end of the year, but the staff must discover ways to identify students early enough to provide timely interventions.

Activity IV - Identifying Struggling Students

Participants: Teachers
Facilitator: School Leader
Time: TBD
Resources: Chart and Markers

Divide the faculty into groups of 7-10 and ask them to list ways to identify students who are struggling early in the grading period.



The results of this brainstorming activity will probably include:

- Review of previous test scores such as the CRCT or EOCT
- Review of previous grades and unit tests
- Review of student work
- Interviews with previous teachers
- Interviews with guidance staff
- The use of early diagnostic testing
- Interviews with struggling students

Appendix Instruction 2.6 F

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

The staff is now ready to begin the important work of designing their pyramid of academic interventions.

Activity V- Designing the Pyramid

Participants:	Teachers
Facilitator:	School Leader and SLT Members
Time:	TBD
Resources:	Chart paper and markers; Three to five separate work areas

Divide the faculty into three to five teams. Assign a member of the school leadership team to facilitate the work with each team. Make certain that all of the teachers know that this is their opportunity for input on a school-wide program that will be required of everyone. After providing a brief summary of the previous activities, charge the staff with the design of a do-able list of academic interventions. The teams may format their interventions in pyramid form. Provide sample pyramids from other schools as models and also make sure that the best interventions from Activity IV: “Random Acts” are available. Do not let teachers fall into the trap of developing interventions that require the action of someone outside of the school. Ask the staff to focus on actions over which they have control. When the teams have completed their work, have them present and defend their interventions in a short presentation to the entire faculty. Have everyone provide written feedback to each team.

The school leadership team now assumes the role of a “compromise” committee to review the collaborative work, as well as the faculty feedback, and then build the school’s pyramid of academic interventions. They should let the following key points guide their work:

- The interventions should be arranged systematically and should increase in intensity.
- They should include pressure as well as encouragement.
- Make certain that the interventions are not person specific. An intervention that only one person in the building can do may turn into a dead end when a retirement occurs.

As the pyramid is completed, the Leadership Team should decide:

- How the effectiveness of each intervention will be monitored?
- Which interventions are invitational and which are mandatory?
- Which interventions may require some professional learning?
- What resources will be needed?

Appendix Instruction 2.6 G

The following information is taken from the 2006 publication of the *Graduation Counts! Guide*.

Additional Details for Success with Pyramids of Intervention

Additional Details for Success

- Use the pyramid as a reason to increase internal communications about student learning between teachers, across departments or grade levels, and between schools.
- Make sure to specify how students will exit Tier II of the pyramid and return to Tier I.
- Careful review of records and student interviews can be helpful to determine which students “can’t do” and which students “won’t do.”
- Resist the temptation to build pyramids for attendance and behavior right away. Let the pyramid of Academic Interventions do its work first.
- Don’t be afraid to start small. Start a pilot pyramid for only the sixth grade or only for the ninth grade. Perfecting the process with the rest of the school as a “witness to the results” is not a bad strategy.
- Catalog and define the interventions in the student handbook and on the school’s web page.
- The school leadership team can tweak the pyramid during the year if needed.
- Make sure that the pyramid has a building-level champion, a sponsor who will facilitate, coordinate and monitor the day-to-day operations.
- Create a referral form for the pyramid and a parent notification form to let parents in on all the extras that the school is doing to encourage learning.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Planning and Organization Standard 1: A current school vision and mission are the basis for all aspects of continuous improvement. All stakeholders within the learning community have achieved consensus regarding their shared sense of vision and mission, which serves as the basis for all facets of the continuous improvement process.

Fully Operational 1.1

A written school vision and mission are reflective of the system’s vision and mission. These documents synthesize the focus of the entire school and reflect consensus and understanding among all administrators, faculty, staff, parents, community, and students. They consistently guide and inform the continuous improvement process.

Performance/Action 1

The school’s vision and mission support the systems mission and vision statement and are developed to focus on student learning and to directly link to the needs of all students.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School vision statement✓ School mission statement✓ School improvement plan✓ Meeting agendas and minutes in which the development of the vision and mission statements are addressed, etc.	Each member of the staff can explain how the vision and mission were developed and the relationship between these documents and the daily instructional practices in the school.

Performance/Action 2

The school’s vision and mission statements are visible throughout the school.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Posted school vision statement✓ Posted school mission statement✓ Student and teacher handbooks, etc.	The staff can show where the mission is posted throughout the building and explain how this visibility affects school culture and student learning.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Performance/Action 3

Meeting agendas are tied to the school's vision and mission.

Artifacts:	Evidence:
✓ Meeting agendas and minutes, etc.	The principal and team leaders reference the school's mission in all meetings (PTA, school council, etc.) as a focus of direction when planning and discussing student achievement goals.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Planning and Organization Standard 2: A comprehensive planning process results in a current school improvement plan to guide the continuous improvement process for the school.

Fully Operational 2.1

A data-driven and consensus-oriented process for continuous improvement guides and informs the development and implementation of a current, well-articulated school improvement plan. This process and its related plan effectively guide the work of administrators, faculty, staff, and students to achieve designated short- and long-range performance goals and to work collaboratively to address all identified performance gaps.

Performance/Action 1

The school utilizes the school improvement process as directed in the School Improvement Field Guide located on the Georgia Department of Education School Improvement web page (<http://www.gadoe.org/>)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School improvement field book✓ School improvement plan, etc.	Faculty, staff, and administrators can summarize the school improvement process and articulate school goals. They can demonstrate and provide documentation that shows that these goals directly impact student relational, emotional, and academic needs.

Performance/Action 2

All stakeholders have an opportunity to participate in shared decision making and problem solving.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ PTSO membership roster✓ Leadership team roster✓ School council agendas and minutes, etc.	Stakeholders can articulate their involvement in decision making that directly impacts the school and student achievement.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Performance/Action 3

The school's council meets consistently and has active parent and community/business members' participation.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Meeting agendas and minutes✓ Membership roster, etc.	Parents, teachers, community members, and principal participate in the school's council. They can discuss how they are active participants in shared decision making and how these decisions impact student learning.

Performance/Action 4

The school has an active Parent/Student/Teacher organization similar to PTO/PTA.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Master schedule✓ Agendas and minutes✓ Sign-in sheets, etc.	Parent/Teacher organizational meetings are regularly scheduled. Members can discuss how they are active participants in shared decision making and how these decisions impact student learning.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Planning and Organization Standard 2: A comprehensive planning process results in a current school improvement plan to guide the continuous improvement process for the school.

Fully Operational 2.2

All strategies selected by staff to address gaps and needs identified in their data-driven school improvement plan are consistently research-based and highly appropriate to ensure the achievement of designated short- and long-range goals.

Performance/Action 1

After the staff has collected and analyzed school data, trends in strengths and weaknesses are noted. The needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.) are identified.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data analysis results✓ Identified needs of all students✓ Analysis of subgroup data, etc.	The principal, leadership team, and faculty can describe the data analysis process. They can also identify needs for all students including any subgroups.

Performance/Action 2

The staff uses the data analysis results in Performance/Action Step 1 as they review the current curriculum to discover gaps in the identified areas of need. Using current research on effective teaching strategies, the staff carefully selects supplemental materials and teaching strategies to address the identified areas of current weakness as well as areas that may need future addressing.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data results identifying gaps✓ Results of curriculum review process✓ Copies of research materials utilized in process✓ Selected strategies and materials list, etc.	The principal and faculty understand the purpose of the curriculum review and can articulate the process used to research and select effective teaching strategies and materials to address current and future needs of the students.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Planning and Organization Standard 2: A comprehensive planning process results in a current school improvement plan to guide the continuous improvement process for the school.

Fully Operational 2.3

The implementation of the school improvement plan and its impact upon student achievement data are closely monitored by the administration and the school leadership team.

Performance/Action 1

The leadership team consistently monitors the implementation of the school improvement plan by frequently revisiting the plan at leadership team meetings. Action plans/next steps are developed to ensure that the plan is implemented effectively.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Leadership team meeting agendas and minutes✓ Monitoring/evaluation forms✓ Implementation steps/short term action plans/next steps, etc.	Leadership team members can explain how the school improvement plan impacts the work of the school and support student learning. The goals of the improvement plan become the focus of the work of the leadership team.

Performance/Action 2

The leadership team displays school improvement plan, assessment data, attendance data, discipline data, and other pertinent communications to facilitate the focus of the team to ensure that student achievement is core to its work.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data room with displays, etc.	Leadership team members understand, communicate, and apply the data to the school improvement process. All staff members understand how data is used to make decisions about curriculum, instruction, and assessment to positively impact student learning and achievement.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Planning and Organization Standard 3: Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.

Fully Operational 3.1

There is extensive evidence of collaborative planning involving the district and the school in all aspects of fiscal management and resource distribution. As a result, there are no evident gaps in student achievement extending from a lack of available human, technological, or material resources.

Performance/Action 1

The principal actively seeks on-going support and guidance from the district regarding technology and other material resources.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School budget✓ Purchase orders✓ Inventory✓ Principal evaluation, etc.	The school and system administrators communicate the benefits of collaboration between the school and system. The school acquires necessary material resources in a timely manner. The principal can explain how this collaboration positively impact student achievement.

Performance/Action 2

The principal works collaboratively with system to skillfully allocate the budgeted resources (financial, materials and personnel) to manage the facility with a constant focus on student learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School budget✓ Personnel assignments✓ Fund-raising records✓ Building maintenance records✓ Supply bid sheets, etc.	The principal can describe how he/she uses the available materials, financial resources, and personnel in a manner that enhances student learning.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Planning and Organization Standard 3: Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.

Fully Operational 3.2

There is extensive evidence in all classrooms and school areas of effective selection and use of allocated human, technological, and material resources.

Performance/Action 1

The principal actively utilizes all available resources (financial and personnel) to provide planning time during the school day.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School budget records✓ Personnel assignments✓ Planning schedules, etc.	The principal is able to describe the resources utilized to provide common planning time for appropriate teams and how these planning times directly impact student learning.

Performance/Action 2

The principal actively seeks on-going support and guidance from the system and other external assistance providers regarding technology and other material resources.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School budget✓ Purchase orders✓ Inventory, etc.	The school and system administrators can describe how the school collaborates with the system and other external resource providers to ensure that the school acquires necessary material resources in a timely manner.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Planning and Organization Standard 4: All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school.

Fully Operational 4.1

Rules, policies, and procedures are consistently and effectively articulated, communicated, and implemented in all facets of school operations. As a result, the school is consistently a safe, orderly, and inviting learning community.

Performance/Action 1

The school administration and school leadership team collaboratively develop student and teacher handbooks that include rules, policies, and procedures. The handbooks are distributed to all school stakeholders and are periodically reviewed and revised.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student handbook✓ Teacher handbook✓ Affirmation forms✓ Leadership team meeting agendas and minutes, etc.	Students, parents, and faculty members can demonstrate and articulate an understanding of school rules, policies, and procedures as outlined in student and teacher handbooks.

Performance/Action 2

The school leader meets with faculty and staff in small groups (grade levels, departments, subject areas, and support staff) to discuss the implementation of the school-wide discipline plan and provide clarifications as needed.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Master calendar for meetings✓ Meeting agendas and minutes✓ Copies for plan, etc.	All staff can explain how the school-wide discipline plan will be implemented. Students understand school rules and consequences and are able to make appropriate choices.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Performance/Action 3

The school leaders monitor implementation of the school-wide discipline plan.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Discipline referral forms✓ Observation log✓ Journal, etc.	School leaders can articulate how implementation of the school’s plan is progressing based on their observations and the review of discipline referrals. There is consistency in the way student discipline is handled.

Performance/Action 4

The school leaders hold timely follow-up meetings with small groups to check on progress in implementing the school-wide discipline plan and providing any additional clarifications.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Master calendar for meetings✓ Meeting agendas and minutes✓ Lists of concerns, comments, etc.	School faculty and staff can articulate the progress of the discipline plan in their respective classrooms or other areas of the school. Staff expresses consistency in the implementation of the school discipline plan. Students understand rules and consequences for both positive and negative behaviors.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Planning and Organization Standard 4: All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school.

Fully Operational 4.2

Instructional time is maximized, and no interruptions occur to detract from time on learning. Consistently, the school emphasizes the value of in-class attendance and active student engagement in the learning process in all content areas and grade levels.

Performance/Action 1

Using research-based practices, a school schedule which maximizes instructional time is developed and implemented.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School schedule✓ Planning meeting agendas and minutes, etc.	The efficiency of the schedule is evident (bell-to-bell instruction, transition time, etc.) throughout the school day and instructional time in all content areas is maximized. Students are actively engaged in standards-based learning.

Performance/Action 2

A plan to minimize interruptions during the instructional day is developed and implemented.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Handbooks✓ Office logs for intercom use✓ Bell schedule✓ Observation notes, etc.	Teachers and students express that instructional time is maximized and that there is an increased time on task.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Planning and Organization Standard 4: All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school.

Fully Operational 4.3

The school's physical plant reflects a very high state of maintenance and contains extensive examples of up-to-date or efficient—even state of the art—mechanical systems and technology. The overall condition of the physical plant thoroughly enhances the school as a learning community and positively affects student and staff perceptions of the learning environment as safe, orderly, and inviting. Repairs are extremely timely and efficient with a clear process for identifying and addressing needs in both physical plant and technology.

Performance/Action 1

The principal has a current and effective safety plan for the facility that includes regularly planned safety inspections that result in immediate attention to any unsafe areas noted. Fire, tornado, and lock-down drills are a part of this safety plan.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Safety plan✓ Logs of drills✓ Evidence of immediate action steps taken when unsafe conditions were noted, etc.	The principal can describe the procedure and items inspected during the safety inspections and can describe routine procedures for reporting unsafe conditions.

Performance/Action 2

The physical environment of the school is assessed and ecological interventions are put in place.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Rules and regulations for common areas,✓ Schedules✓ Signs posted in common areas, etc.	The administration, staff, and students can describe the rules and regulations for the commons areas of the school and how they counteract possible negative consequences.

Planning and Organization Strand

The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.

Performance/Action 3

The principal has an effective procedure in place to hire, train, and assess custodial staff (or outside janitorial service) in proper procedures for cleaning the facility. The cleaning service is scheduled to allow for maximum uninterrupted instructional time.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Custodial cleaning schedule✓ Training log✓ Assessment procedures, etc.	The principal can explain the procedures for hiring, training, and assessing the schools custodial staff. The building is clean and inviting with no safety violations noted.

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Student, Family, and Community Involvement and Support Standard 1: The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.

Fully Operational 1.1

Communication between the school, parents, and community members is consistently regular, two-way, and meaningful with clear and comprehensive evidence of its contribution to short- and long-range school improvement plan goals, particularly student achievement targets.

Performance/Action 1

The school implements a Home-School Connection Notebook that focuses on student work and progress toward meeting Georgia Performance Standards.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Home-school connections notebook entries✓ Student work with commentary✓ Communication log✓ Parent surveys, etc.	Parents and teachers can explain how they communicate weekly about student work and progress towards meeting standards.

Performance/Action 2

The school creates a standards-based newsletter focusing on student work and progress toward meeting standards. The standards-based newsletter informs parents of the school’s mission and progress in becoming a standards-based school. Student work that meets or progresses toward meeting the standard is highlighted in the newsletter. Parents are aware of upcoming events at the school that support and celebrate student progress toward meeting standards.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Standards-based newsletter✓ Student work with commentary, etc.	Teachers and parents can explain how their student/child is progressing towards meeting or exceeding the standards.

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Performance/Action 3

The school creates a standards-snapshot by grade level that highlights student’s work and informs parents of the standards that their students are working toward.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Standards-snapshots✓ Student work with commentary, etc.	Parents are aware of the standards that their children are working on in the classroom. Parents can identify how their children are progressing toward meeting the standards.

Performance/Action 4

The school’s council meets consistently and has active parent, teacher, and community/business members’ participation.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Agendas and minutes, etc.	Parents, teachers, community members, and principal participate in the school’s council. School Council members can articulate how they are involved in shared-decision making and how the decisions made at school council impact student learning.

Performance/Action 5

The school has an active Parent/Student/Teacher organization similar to PTO/PTA.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Master schedule of meetings✓ Meeting agendas and minutes✓ Sign-in sheets, etc.	Parent/Teacher organizational meetings are regularly scheduled. All stakeholders express how active parental involvement in the school impacts student learning.

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Student, Family, and Community Involvement and Support Standard 1: The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.

Fully Operational 1.2

The school consistently and effectively promotes the parenting skills of its community by offering training and information sessions related to parenting competencies tied to the specific age and developmental needs of students (e.g., enhancing student study skills, improving student motivation, parenting styles, formal programs, etc.).

Performance/ Action 1

The school offers a variety of services that meet student needs.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Pamphlet of student services✓ School website listing all family student services✓ Student/parent handbook✓ Parent surveys, etc.	Stakeholders are knowledgeable about the variety of services and partnerships offered to meet the needs of students. They can articulate how these services support student learning.

Performance/ Action 2

The school offers a variety of services that meet family needs.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Pamphlet of student services✓ School website listing all family student services✓ Student/parent handbook✓ Parent survey, etc.	Stakeholders are knowledgeable about services and partnerships that meet family needs. They can articulate how these services support family and student learning needs.

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Student, Family, and Community Involvement and Support Standard 1: The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.

Fully Operational 1.3

As a result of a comprehensive set of parent outreach and training programs, parents play an integral and sustained role in assisting student learning with regular evidence available to confirm parents' ability to address the full range of family and student needs that impact learning, e.g., reinforcement of students' study skills, self-management competencies, sense of personal efficacy, and preparation for high-stakes accountability initiatives (e.g., standardized testing).

Performance/Action 1

The school offers scheduled informational sessions related to parenting skills to the community.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Parent invitation✓ Flyers for the community✓ Dates on school marquee'✓ Email communications✓ Newsletters with listing of events✓ Sign-in sheets✓ Session agendas, etc.	Parents can communicate and implement newly acquired strategies/topics/ideas from parenting skills training. Parents explain how they support the school in assisting their children with their learning needs.

Performance/Action 2

The school/system provides educational opportunities for parents to meet identified needs which may include parenting styles and practices, expectations for student behavior, academic performance, and Georgia Performance Standards.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Parent needs survey✓ Sign-in sheets from training opportunities✓ Agendas, etc.	Parents describe how training opportunities provide support for their children in the areas of academic achievement, behavior, etc.

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Performance/Action 3

Workshops are held school-wide over time to explain the intent of mastery of standards and standards-based learning to students and parents. Parent sessions held throughout the year may include:

- explanation of establishing learning goals based on assessment results and standards
- application of standards in real world performance tasks
- expectation of mastery of standards and revision of work versus a passing grade expectation
- use of benchmark work and rubrics for self assessment
- student lexile levels and finding the right leveled texts

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Parent night agendas✓ Grade level parent meeting agendas and minutes✓ Classroom newsletters✓ Student learning goals✓ Disaggregated assessment data charts✓ Content area benchmark work and/or exemplars by grade level, etc.	<p>Parents know key learning goals of their child or children. Parents can discuss grade level student work for sample units or lessons. Parents are given grade level samples of reading passages. Parents are aware of the reading level of their child or children.</p> <p>Students can discuss their learning goals and their progress in mastering standards.</p>

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Student, Family, and Community Involvement and Support Standard 1: The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.

Fully Operational 1.4

A majority of parents and community members feel consistently welcomed in the school and at off-site school functions, with their support and assistance sought in major aspects of the school improvement planning process.

Performance/Action 1

The school’s council meets consistently and has active parent, staff, and community/ business member participation.

Artifacts:	Evidence:
✓ Meeting agendas and minutes, etc.	Parents, teachers, community members, and the principal participate in the school’s council. They can discuss how they are active participants in shared decision making and how these decisions impact student learning. Parents can articulate goals and strategies in the school improvement plan.

Performance/Action 2

The school establishes opportunities for parents and community to support student learning. Parents participate with their children in a variety of educational activities designed to enrich student learning and help parents develop awareness of best practices.

Artifacts:	Evidence:
✓ Sign-in sheets ✓ Photographs ✓ Volunteer logs, etc.	Parents can explain how they support their child/children with progressing toward standards.

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Performance/Action 3

The school recruits and trains parent and community members on appropriate volunteer behaviors as well as any consideration of legal aspects of the school's volunteer program.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Sign-in sheets for training✓ Agendas✓ Presentation notes✓ Training manual, etc.	Volunteers can articulate the expectations for volunteering. They can explain how volunteering directly impacts student achievement.

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Student, Family, and Community Support Standard 2: The school has organizational structures and processes to ensure that students, families, and community members play an active and sustained role in school governance, decision-making, and problem-solving.

Fully Operational 2.1

There are numerous organizational structures and processes (e.g., PTSAs, Student-Parent-Community Councils, Technology Committees, School-Based Management Teams) to encourage the involvement of students, families, and community members to play an active role in school governance, decision-making, and problem-solving. These structures and processes consistently ensure that a representative cross-sample of the stakeholder population is involved. The processes for decision-making and problem-solving are authentic and are consistently implemented, producing significant and positive changes in school operations, organizational performance, and student achievement.

Performance/Action 1

The leadership team systematically develops a plan to ensure involvement of all stakeholders.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Involvement plan✓ Agenda and minutes from leadership team meetings, etc.	<p>School staff can explain how they elicit support from all stakeholders.</p> <p>The leadership team can describe the ongoing process to involve all stakeholders in school governance.</p>

Performance/Action 2

The school serves as a catalyst between various organizations.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Business partner celebrations✓ Agendas✓ Sign-in sheets✓ Career day/night agendas✓ College and university/tutoring sign-in sheets, etc.	<p>Stakeholders know and can explain the services provided to the school by the various organizations and how these services assist with student learning needs. Organizations can articulate their involvement in shared decision-making and how they support student achievement.</p>

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Performance/Action 3

The school offers a variety of volunteer opportunities for parents.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Volunteer notebooks maintained to indicate specific area (cafeteria, office, classroom, etc.)✓ Evidence of media center time provided to/by parents, etc.	Parents can explain how the school involves parents through volunteer opportunities and how these volunteer opportunities directly support student learning.

Performance/Action 4

All stakeholders have an opportunity to participate in shared decision making and problem solving.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ PTSO membership roster✓ Leadership team roster✓ School council agendas and minutes✓ Parent surveys, etc.	Stakeholders can articulate how they are included in shared-decision making and problem solving that directly impact the school and student learning.

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Student, Family, and Community Support Standard 3: The school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.

Fully Operational 3.1

There is a seamless connection between the school and the community's family-based support agencies. The school serves as an invaluable community resource by offering its facilities, personnel, and resources to satisfy community need. The school has initiated effective programs that build family capacity through education.

Performance/Action 1

The school provides study skills sessions for students and parents.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Agendas and minutes✓ Pamphlets✓ Flyers✓ Sign-in sheets, etc.	Students can use study skills tips resulting in improved learning and achievement. Parents are able to describe how they assist their children with assigned tasks, projects, and homework.

Performance/ Action 2

The school extends invitations to parents and the community to hear motivational speakers.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Parent invitations✓ Minutes✓ Pamphlets✓ Flyers✓ Sign-in sheets, etc.	Parents and students can discuss the benefits of motivational speakers as it relates to students' achievement.

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Performance/Action 3

The school establishes a network between parents and the community to support student learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Parent sign-in sheets✓ Photographs of events✓ Communication notebooks✓ Newsletters, etc.	Parents participate with their children in a variety of reading, writing, mathematics, and technology related activities designed to enrich student learning. Additionally, parents/community will develop an awareness of best practices utilized in the instruction of those areas.

Performance/Action 4

School facilities are made available to meet appropriate community needs as outlined in system policy.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Calendar and schedule of events✓ List of services✓ Facility agreement, etc.	Faculty and staff can identify the community needs and support scheduling of the school facility for community needs.

Student, Family, and Community Involvement Strand

The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.

Student, Family, and Community Support Standard 3: The school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.

Fully Operational 3.2

Cross-institutional partnerships (e.g., business partnerships, community service agencies, on-site health and counseling services, college-university partnerships) are fully functional and reinforce the ability of the school to address the academic, social, emotional, and physical needs of all learners.

Performance/Action 1

The school nurse serves as a liaison with health agencies to provide services to students and parents.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Letters to parents including dates and times services are available✓ List of contacts with health agencies✓ Referral documentation, etc.	The nurse is able to discuss the collaborative efforts with other health agencies to provide services to students and parents.

Performance/Action 2

The school counselor serves as a liaison with community agencies to provide services to students and parents.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Community service plan✓ Community resource pamphlets✓ Referral forms, documentation, etc.	The school counselor is able to discuss the collaborative efforts with other community agencies to provide services to students and parents. They can articulate how these services support student relational, emotional, and academic needs.

Professional Learning Strand

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.

Fully Operational 1.1

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.

Performance/Action 1

Teacher teams meet regularly to develop unit/lesson plans and analyze teacher assignments to ensure rigor and alignment to the Georgia Performance Standards.

(See Appendix Professional Learning 1.1 A)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Unit/lesson plans aligned to GPS/QCC✓ Team planning logs✓ Agendas and minutes✓ School Improvement Plan✓ Standards in Practice protocol✓ Collaborative Planning Framework, etc.	<p>Teachers can articulate the agreed upon knowledge, skills, and understandings that all students are to meet.</p> <p>Teachers can articulate how the common assessments utilized in the unit of study clearly demonstrate student learning.</p> <p>Teacher teams can articulate how their collaborative work time is utilized to plan for teaching and learning, and how they consistently implement the strategies/interventions identified in the school improvement plan.</p> <p>Teachers can define rigor in the curriculum and how the work students do is assisting students in using knowledge and skills to problem solve, reason, communicate, and make connections with other information.</p> <p>Students can articulate how the work in which they are engaged is rigorous—requires them to use knowledge and skills to problem solve, reason, communicate, and make connections.</p>

Professional Learning Strand

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.

Performance/Action 2

Teacher teams meet regularly to examine student work in order to determine students’ understanding of standards and how to adjust instruction.

(See Appendix Professional Learning 1.1 B)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student work - performance tasks, projects, etc.✓ Examining Student Work Protocol such as Tuning Protocol, Standards in Practice, etc.✓ Team agendas and minutes, etc.	<p>Teachers can articulate how the assignment requires students to demonstrate their understanding of the standard(s).</p> <p>Teachers can articulate the misconceptions students may have had as a result of examining the student work.</p> <p>Teachers can articulate how their classroom practice was enhanced by the feedback given from their colleagues during the examination of student work.</p> <p>Teachers can articulate how they reached agreement on what proficiency means by the examination of student work.</p> <p>Students can identify their next steps toward meeting the standard(s) as a result of the learning team examining students’ work.</p>

Professional Learning Strand

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.

Performance/Action 3

Teacher teams meet regularly to monitor the implementation of the strategies/interventions of the school improvement plan. This includes identifying the Pyramid of Intervention that will address what will be done for students when they are not successful in mastering the agreed upon knowledge, skills, and understandings in the performance tasks.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School Improvement Plan✓ Next steps action plans✓ Information gathered from awareness walks✓ Unit and/or lesson planning✓ Pyramid of interventions, etc.	<p>Teachers can articulate what strategies/interventions are being implemented and how the strategies/interventions of the SIP are impacting student learning.</p> <p>Teachers can articulate the tiers of the pyramid of interventions and how their students are being supported by these interventions.</p> <p>Students can articulate specific strategies that are helping them to increase their learning and how they apply these strategies in other areas.</p>

Performance/Action 4

Whole faculty meetings focus on ways to improve teaching and learning in the school.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Agendas and minutes✓ Research articles, periodicals, etc. shared with the staff✓ Book studies✓ Student work samples, etc.	<p>Administrators demonstrate the analysis of student work during whole faculty meetings.</p> <p>School leadership can articulate and discuss current school-wide results from benchmarks, common formative assessments, etc.</p> <p>School leadership can assess and diagnose current school culture to determine which aspects support continuous improvement.</p> <p>Teachers can articulate how faculty meetings are helping them to improve instructional practices and student learning.</p>

Professional Learning Strand

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.

Performance/Action 5

Teachers provide feedback to their colleagues about classroom practice.

(See Appendix Professional Learning 2.4 / 2.5 A)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Horizontal and vertical team meeting agendas and minutes✓ Peer observation protocol✓ Schedules for collaborative work, etc.	<p>Teachers can articulate the changes in classroom practice as a result of feedback given by colleagues during teacher meetings.</p> <p>Teachers and administrators can articulate how they use results to identify strengths and weaknesses in their individual practice, to help each other address areas of concern and to improve their effectiveness in helping all students learn.</p>

Performance/Action 6

Teachers work collaboratively to create performance tasks and assessment criteria based on the standards and the elements of each standard. Teachers work through the tasks collaboratively to ensure validity and specificity to the element/standard and utilize this assessment data to demonstrate student progress aligned to the school improvement plan. The analysis of this data collaboratively improves student learning.

(See Appendix Professional Learning 1.1 C)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Performance tasks✓ Benchmark work✓ Agendas and minutes, etc.	<p>Analysis and grading of student work is consistent across classrooms and all staff can articulate how this data demonstrates student progress toward meeting performance targets.</p>

Professional Learning Strand

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.

Performance/Action 7

While the school improvement plan defines and addresses school-wide goals, content specific outcomes are defined for each grade level and content area. Each learning team writes goal(s) linked to the school improvement plan. Performance targets are established to address student needs and desired outcomes at each grade level and/or content area. The performance targets are measured by formative and summative student assessment data.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data room✓ School improvement plans✓ Grade and/or team plans✓ Classroom profile sheets✓ Performance targets✓ Anecdotal records✓ Conference logs with students, etc.	<p>Teachers’ assessments address the performance targets. Teachers can discuss the performance targets and know which students are meeting or exceeding the targets, as well as which students need additional instruction.</p> <p>Students can articulate how their work is helping them to meet their performance goals.</p>

Professional Learning Strand

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.

Fully Operational 1.2

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.

Performance/Action 1

Administrators provide time regularly within the school day for collaborative learning team meetings focused on work that supports teacher and student learning.

(See Appendix Professional Learning 1.2 A)

Artifacts:	Evidence:
✓ Master schedule, etc.	Administrators can articulate how the schedule was created in order to maximize opportunities for staff to work collaboratively for improved teaching practice and student learning results.

Professional Learning Strand

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.

Performance/Action 2

School leadership creates an organizational structure to monitor the effectiveness of learning team work ensuring the collaborative time is used to focus on results (i.e. develop lesson plans, examine student work, monitor student progress, align work to the school improvement plan, etc.).

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Agendas and minutes of team meetings✓ Team logs✓ Quarterly review schedule✓ Awareness walks✓ Student performance tasks, etc.	<p>Administrators meet with learning teams on a consistent basis to discuss effective teacher practice and examine student learning.</p> <p>Administrators provide feedback to learning teams on the effectiveness of their planning through examination of artifacts and evidences identified in the school improvement plan.</p> <p>Administrators and teachers can articulate the results from Awareness Walks.</p>

Performance/Action 3

School leadership utilizes whole staff meetings for the purpose of improving teaching and learning (i.e., faculty meetings).

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Agendas and minutes✓ Research articles, periodicals, etc. shared with the staff✓ Book studies✓ Student work samples, etc.	<p>Administrators demonstrate the analysis of student work during whole faculty meetings.</p> <p>School leadership and teachers can articulate and discuss current school-wide results from benchmarks, common formative assessments, etc.</p> <p>School leadership can assess and diagnose current school culture to determine which aspects support continuous improvement.</p>

Professional Learning Strand

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.

Performance/Action 4

Administrators and other school leaders recognize the collaborative work of learning teams through celebration of successes in student learning, sharing of best practices, acknowledgement of team products, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Bulletin Board✓ Celebrations, etc.	<p>Administrators and staff can “tell the story” of team successes in meetings (faculty, parent, system level, student)</p> <p>Staff can articulate how recognition and rewards has reinforced the specific kinds of teacher and student behaviors that the school values.</p> <p>Administrators can articulate how the celebration process recognizes many learning team processes, products, and student learning achievements.</p>

Performance/Action 5

Administrators require regular updates on how the team is implementing the strategies/interventions of the school improvement plan and collection of the artifacts/evidences identified in the plan.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Scheduled dates for sharing of artifacts/evidences✓ Team logs✓ Agendas and minutes✓ School Improvement Plan✓ Learning team improvement plan, etc.	<p>Administrators can articulate the systematic process used to monitor the implementation of the SIP strategies/interventions and how student learning is demonstrated.</p> <p>Teachers can articulate how they keep the administration informed of their implementation of strategies in the SIP and the results obtained that demonstrate an increase in student learning.</p>

Professional Learning Strand

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.

Performance/Action 6

Administrators and other school leaders prepare staff for skillful collaboration: such as establishing norms, providing decision-making protocols, providing team meeting facilitators, establishing conflict resolution guidelines, etc.

(See Appendix Professional Learning 1.2 B)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Team norms✓ Decision-making protocols✓ Conflict resolution protocol✓ Facilitator training documents, etc.	<p>All staff can articulate the process used for establishing learning team norms, how they enforce the norms, and what steps they take when a member of the team violates the norms.</p> <p>All staff can articulate how the norms have supported the work of the team.</p> <p>All staff can describe the process they use for decision-making and how collaborative work is changing the culture of the school.</p> <p>All staff can articulate how they accept personal responsibility to handle conflicts and how the agreed upon guidelines facilitate that process and its impact on the culture of the school.</p>

Professional Learning Strand

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.

Performance/Action 7

Administrators participate in learning team meetings periodically in their school and also participate as a member of a learning team across the district/state.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Team agenda and minutes✓ Team logs✓ Calendar, etc.	<p>Administrators and teachers can articulate the impact of an administrator’s participation in learning team work.</p> <p>Administrators can articulate ways in which they participate as a member of a learning team within the school district and how this participation has resulted in improved practice in their school.</p> <p>Administrators can articulate networking opportunities they have had to work with others outside of their school district and how their practice has changed as a result.</p>

Performance/Action 8

Administrators ensure a highly coordinated, sequential system of interventions (pyramid of interventions) is in place and utilized when students are not learning. The achievement of each student is monitored on a timely basis and collaboration among all teachers who are a part of each student’s learning is established.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Pyramid of interventions✓ Schedule for collaboration✓ Graduation coach schedules, etc.	<p>Administrators and teachers can articulate the pyramid of interventions and how collaboration is ensured for all staff to monitor student progress.</p> <p>Students can articulate how the school supports their learning in addition to regular classroom instruction.</p>

Professional Learning Strand

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.

Fully Operational 1.3

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.

Performance/Action 1

Administrators create experiences for teachers to serve as mentors, master teachers, and academic coaches, as well as create experiences for teachers to lead school-wide committees regarding curriculum, instruction, and professional learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School calendar showing committee meetings✓ Logs of meetings with protégés✓ Teacher feedback form✓ Schedule of observations, etc.	<p>Administrators can articulate how they create opportunities for teachers to serve in leadership roles and how these teacher leaders are impacting the culture of the school in terms of adult and student learning.</p> <p>Protégés can articulate how the support from their mentors is helping their first years of teaching.</p> <p>All teachers can describe feedback received from other teachers and how this feedback has impacted their classroom practice and student learning.</p>

Professional Learning Strand

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.

Performance/Action 2

Teachers are engaged in planning professional learning experiences for the school and articulate the intended results of professional learning. This includes working with the principal and other staff to develop plans for monitoring the implementation of classroom strategies, creating a system of follow-up support, and identifying the results of these strategies on student learning.

(See Appendix Professional Learning 1.3 A)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School Improvement Plan which includes professional learning✓ Evaluation of professional learning developed to demonstrate implementation and impact✓ Awareness walk documentation✓ Feedback forms✓ Student work✓ Benchmark assessments, etc.	<p>School leaders and teachers can articulate what instructional strategies and practices are being implemented.</p> <p>School leaders and teachers can articulate the next steps for professional learning and for improving instruction.</p> <p>School leaders and teachers can articulate and show student work that is evidence that the implementation of these strategies has resulted in improving student learning.</p>

Professional Learning Strand

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.

Fully Operational 1.4

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.

Performance/Action 1

School leadership assesses and diagnoses current school culture to determine which aspects support continuous improvement.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Tools to examine the culture of the school✓ Staff surveys, etc.	All staff can describe how the processes utilized to examine school culture and the actions that everyone agrees to take to ensure that the school is a learning organization for adults and students.

Performance/Action 2

The principal and other school leaders plan for high-quality professional learning and articulate the intended results of the professional learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School Improvement Plan✓ Learning team agendas and minutes✓ Analyzed student work✓ Research-based instructional practices, etc.	Administrators and other school leaders can articulate why the professional learning design was chosen as a focus of the school. A well defined plan for implementation and student learning impact can be articulated by all staff.

Professional Learning Strand

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.

Performance Action 3

School leadership participates in facilitated learning teams that problem solve and learn together.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Learning team logs✓ Agendas and minutes✓ Administrator calendar, etc.	<p>Administrators can articulate how their participation in learning teams has improved the ability of the staff to address problems with implementation of strategies and interventions identified in the school improvement plan and problems encountered with student learning.</p> <p>Teachers can describe how the participation of their administrators in their learning team has enhanced their ability to solve problems—not just have problems.</p>

Professional Learning Strand

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.

Fully Operational 1.5

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.)

Performance/Action 1

Teachers observe each other’s classrooms and provide feedback about classroom practices.

(See Appendix Professional Learning 1.5 A)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Peer observation protocol✓ Feedback form, etc.	<p>Teachers can articulate or describe how feedback from the peer observation process has enhanced classroom instruction and the focus on student learning.</p> <p>Administrators can articulate or describe how the peer observations have enhanced classroom instruction and promoted a focus on student learning.</p>

Professional Learning Strand

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.

Performance/Action 2

Opportunities are provided for beginning teachers to work with more experienced teachers to identify student learning goals, utilize research-based instructional strategies, create formative assessments, receive feedback on their performance, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Mentor/protégée meeting schedules✓ Learning team logs✓ Needs assessment from beginning teachers, etc.	New teachers can articulate how the support of other teachers in their learning team is helping them be more successful with instruction and monitoring student progress.

Professional Learning Strand

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.

Fully Operational 1.6

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.

Performance/Action 1

Resources (money, personnel, time) are provided for the school staff to participate in job-embedded professional learning that is aligned to school improvement goals.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School budgets✓ Professional learning plan that identifies resources needed✓ Instructional coach schedules✓ Release time schedules for substitutes, etc.	<p>School staff can articulate how the professional learning in which they participate takes place during the work day.</p> <p>Administrators can explain how monies are allocated and protected for professional learning designs that are focused on student and adult learning needs.</p> <p>All staff can articulate how professional learning resources support job-embedded professional learning, that takes place during the workday (e.g. teachers meet in teams at least once a week, teachers study content embedded in standards and research-based instructional strategies, teachers develop powerful lessons and assessments, teachers observe and coach in each other classrooms, teachers determine needs for additional learning, and technical assistance is provided at the school).</p>

Professional Learning Strand

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 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.

Fully Operational 2.1

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.

Performance/Action 1

Student data from state assessment results (CRCT, Writing Assessments, EOCTs, and GHSGTs/EGHSGTs) is disaggregated. Grade level and/or content area teachers and administrators collaboratively answer the following questions:

1. What do these data indicate our students need to know, do and understand?
2. What then are our school-wide student learning goals?
3. What formative assessment data (district-made tests, benchmarks, performance tasks, portfolios, etc.) will be collected during the school year to demonstrate that students are achieving these goals?

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Disaggregated test data✓ Agendas and minutes✓ Classroom profiles✓ School Improvement Plan artifacts/evidences, etc.	Leadership and teachers can articulate the learning needs of students as a whole and by various demographics as well as other common assessment data that will be collected over the course of the school year to demonstrate students are progressing toward meeting performance targets.

Professional Learning Strand

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.

Performance/Action 2

Teachers and administrators use the identified student learning needs and goals to answer the following questions:

1. What do adults in the school need to know, do and understand in order to ensure student learning is achieved?
2. What professional learning design(s) will accomplish the student and adult learning needs?
3. What artifacts and evidence will be collected of adult implementation and student learning impact?
4. When will the leadership team monitor and revise these school improvement goals/strategies? Set the dates on the calendar.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Professional learning plan✓ School improvement plan artifacts/evidences✓ School calendar✓ Portfolios✓ Benchmark data✓ Performance tasks✓ Instructional lesson plans✓ Leadership team agendas and minutes, etc.	Teachers and administrators can articulate how their daily practice demonstrates the implementation of instructional strategies that have been identified to assist students in their learning. Teachers can show student work from all subgroups that demonstrate their learning toward the goals identified in the school improvement plan.

Performance/Action 3

While the school improvement plan defines and addresses school-wide goals, content specific outcomes are defined for each grade level and content area. Performance targets are established to address student needs and desired outcomes at each grade level and/or content area. The performance targets are measured by formative and summative student assessment data.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data room✓ School improvement plans✓ Grade and/or team plans✓ Classroom profile sheets✓ Anecdotal records✓ Conference logs, etc.	Teachers’ assessments address the performance targets. Teachers can discuss the performance targets and know which students are meeting or exceeding the targets, as well as which students need additional instruction.

Professional Learning Strand

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.

Performance/Action 4

Teachers work collaboratively to create performance tasks and assessment criteria based on the standards and the elements of each standard. Teachers work through the tasks collaboratively to ensure validity and specificity to the element/standard and utilize this assessment data to demonstrate student progress aligned to the school improvement plan. The collaborative analysis of this data improves student learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Performance tasks✓ Benchmark work✓ Agendas and minutes, etc.	Analysis and grading of student work is consistent across classrooms and all staff can articulate how this data demonstrates student progress toward meeting performance targets.

Performance/Action 5

Collaborative weekly teacher team meetings utilize student assessment data (work) when discussing curriculum and instruction, implementation of the school improvement plan, and the effectiveness of professional learning initiatives.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School improvement plan✓ Schedule of teacher team meetings✓ Teacher team plans✓ Teacher team logs and summaries✓ Agendas and minutes✓ Student performance data, etc.	Teacher teams can articulate how classroom assessment data demonstrates student learning of the curriculum and/or progress toward meeting the goals of the school improvement plan. Teachers can also articulate the changes in their classroom practice as a result of professional learning initiatives.

Professional Learning Strand

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.

Performance/Action 6

The school leadership meets with teacher teams at least four times a year to review grade level/content area summative and formative data to monitor student improvements for all students and identified subgroups of students.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Schedule of teacher meetings✓ Teacher plans✓ Leadership-teacher conference logs✓ Feedback forms✓ Performance targets, etc.	Teachers can articulate their grade level and classroom areas of focus and can show assessment data of individual students demonstrating progress towards meeting the performance targets. Leadership can articulate each grade level’s instructional focus and how individual student progress is monitored.

Performance/Action 7

School staff continually engages in learning how to use data to assess student learning needs, the impact of current processes on children, the root causes of recurring problems, the solutions to alleviate the problems, and how to measure and analyze impacts after implementing new approaches.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Study groups about student learning, demographic, perception, and process data✓ Teacher team minutes of collaborative data discussions and dialogue✓ Professional learning sessions on the types of data, etc.	School staff can articulate the various data types that are analyzed to determine student learning needs and the adult processes that will assist students in progressing toward meeting the performance targets.

Professional Learning Strand

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.

Performance/Action 8

Teacher teams are recognized at staff meetings for data collected that represents:

- consistent implementation of strategies identified from professional learning and/or school improvement plans
- student learning for all students and/or specific subgroups of students

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Faculty meeting agendas✓ Teacher team logs✓ Lesson plans✓ Professional learning implementation plan✓ Formative assessments, etc.	School leadership articulates the data that was used to determine the consistent utilization of implementation strategies to emphasize the effectiveness of professional learning and/or school improvement plan as well as student learning data that demonstrates progress toward meeting performance targets.

Professional Learning Strand

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 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.

Fully Operational 2.2

The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (both formative and summative over a 3-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.

Performance/Action 1

A systematic process is utilized by administrators and teachers when planning professional learning initiatives:

1. Analyze disaggregated student performance data and identify student learning needs.
2. Identify educator learning needs based on the data.
3. Determine the appropriate professional development initiative.
4. Identify educator learning and implementation expectations.
5. Identify student performance data that will be collected to provide evidence that the professional learning initiative is impacting student learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Professional learning plan✓ Lesson plans with implementation strategies✓ Student work (formative assessments)✓ Teacher team meeting agendas and minutes✓ Awareness walk forms and results, etc.	<p>Teachers and administrators can articulate how their classroom practice has changed as a result of the professional learning initiative.</p> <p>Teachers and administrators can articulate how this change in practice is impacting student learning through assessment and/or anecdotal observations.</p>

Professional Learning Strand

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.

Performance/Action 2

Prior to the professional learning initiative, the evaluation sources of the initiative are determined for:

1. adult learning and implementation
2. student learning impact
3. organizational changes - school culture and needed support

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Teacher surveys✓ Awareness walk forms and results (observations)✓ Interviews with teachers, administrators, coaches✓ Student work samples✓ Peer observations, etc.	<p>Teachers and/or administrators can articulate the purposes of the professional learning initiative and the specific ways the initiative will be evaluated.</p> <p>Teachers and/or administrators can articulate how the changes in classroom practice and student learning are impacting the organizational effectiveness of the school.</p>

Performance/Action 3

Teacher team collaborative planning meetings regularly have dialogue and discussion about their learning, implementation, and student learning impact that resulted from the professional learning initiative.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Teacher team agendas and minutes✓ Conversations with administrators and/or coaches, etc.	<p>Teachers describe how their classroom practice has changed as a result of the professional learning initiative and share student work performances or summaries from observations/conferences with students that demonstrate impact on student learning.</p>

Professional Learning Strand

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.

Performance/Action 4

Administrators recognize teachers for implementation of strategies and/or evidence of student learning resulting from professional learning experiences.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Faculty meeting agendas✓ Bulletin Boards✓ Newsletters, etc.	Administrators can verbally or in writing identify specific classroom changes and student performances that have resulted from professional learning initiatives.

Performance/Action 5

Administer the Standards Assessment Inventory survey in the spring or fall. Utilize the guidance provided by the Georgia Department of Education to analyze the results of this perception survey and then align student performance goals with professional learning actions that should be taken.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ SAI reports✓ SAI guidance✓ SAI Action Planning Process Tool (found in SAI Guidance), etc.	Teachers and administrators can articulate how the SAI was used to plan and evaluate the professional learning initiatives in the school.

Professional Learning Strand

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 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.

Fully Operational 2.3

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.

Performance/Action 1

School leaders read and interpret current educational research and, if applicable, determine its implications for the learning community based on identified student learning needs.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student summative learning data (CRCT, EGHS GT, etc.)✓ Current educational research from periodicals, journals, and books, etc.	School leaders and teachers are able to articulate findings of educational research and its appropriateness for use in their school and how the strategies outlined in the research applies to identified student learning needs for students in all subgroups.

Professional Learning Strand

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.

Performance/Action 2

School leaders create opportunities for all members of the learning community to study educational research and understand how this research should affect decisions regarding instructional practice, adoption of professional learning, and overall school improvement approaches.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Current educational research from periodicals, journals, books, etc.✓ Student learning data (CRCT, EGHS GT, etc.)✓ Agendas and minutes from study group meetings, etc.	Teachers are able to articulate the results of current educational research and how this research affects decision making with regards to classroom instructional practices, the selection of appropriate professional learning that addresses identified student and adult learning needs, and overarching school improvement efforts.

Professional Learning Strand

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 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.

Fully Operational 2.4

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).

Fully Operational 2.5

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.

Performance/Action 1

The school improvement plan clearly identifies the increase in student learning expected and the change in classroom practice expected for the staff. Structures are implemented to give and receive classroom feedback on the implementation of new/expected instructional practices over an extended period of time.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School Improvement Plan✓ Action steps from each teacher team meetings✓ Action steps from leadership team meetings, etc.	Teachers can articulate how their participation in various professional learning designs (examples in Performance/Actions 2-6) is changing their practice and impacting student learning.

Professional Learning Strand

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.

Performance/Action 2

Teachers and administrators engage in collaborative unit and lesson design in learning teams to ensure agreement on what students should know, do and understand, required student performances, and what is proficient performance.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Unit plans✓ Lesson plans✓ Performance tasks✓ Learning team logs✓ Agendas and minutes, etc.	Teachers can articulate what students are to know, do and understand from a particular unit of study and classroom observations show a roughly common schedule of instruction with the unit. All teachers in the learning team agree and can articulate what proficient student work looks like.

Performance/Action 3

Teachers engage in peer observations based on school improvement goals/strategies and the impact of these strategies on student learning.

(See Appendix Professional Learning 2.4/2.5 A)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Peer observation protocol✓ Peer observation schedule✓ Peer observation notes, etc.	Teachers can articulate the specific purpose of the observation, the results of the observation, and next steps that will be taken to enhance the implementation of school goals and student learning.

Professional Learning Strand

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.

Performance/Action 4

Teachers engage in examining student performances utilizing a protocol such as the Tuning Protocol or Standards in Practice. These protocols engage participants in thinking deeply about student work and educator practice, arrive at creative solutions, and connect with colleagues.

(See Appendix Professional Learning 1.1 C)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student work✓ Tuning Protocol, etc.	Teachers can articulate how the student work meets or does not meet standards and/or how the assignment could be adjusted for increased student learning.

Performance/Action 5

Teachers and administrators engage in action research to find answers to questions about the best way to improve teaching and learning in the work setting. Questions are raised about how to improve practice, literature and research is studied, a plan is developed, and data is collected by the team to assess its effectiveness to impact student learning. This process enables educators to learn about subject content, teaching methodology, problem-solving skills, systematic thinking, responsibility for improving one’s teaching, and understanding research.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Action research plan✓ Team meeting logs✓ Agendas and minutes✓ Reflection journals, etc.	Teachers and/or administrators can articulate why this particular area was chosen for research, their findings, and how the data collected demonstrates change in teacher practice and impact on student learning.

Professional Learning Strand

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.

Performance/Action 6

Two or more colleagues participate in the confidential process of coaching where they reflect on current practices; expand, refine, and build new skills; share ideas, teaching one another; conduct classroom research; or solve problems in the work place. This is a voluntary job-embedded professional learning design.

Artifacts:	Evidence:
✓ Schedules of available time for coaching, etc.	Teachers can articulate how the coach helped them examine classroom practices to better impact student learning.

Performance/Action 7

Follow-up support is provided to teachers after participation in a training session. Follow-up may take many forms including all of those listed in Performance/Actions 1-4 as well as many others. It is essential that if teachers and/or administrators participate in training, the follow-up support and expectations must be part of the planning and implementation process.

Artifacts:	Evidence:
✓ Schedules of available time ✓ Teacher team logs ✓ Agendas and minutes ✓ Reflection journals ✓ Various protocols, etc.	Teachers can articulate how their participation in training was supported by administrators, coaches, central office personnel, DOE personnel, etc. to implement the practices and look for impact on student learning.

Professional Learning Strand

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.

Performance/Action 8

Teachers participate in a variety of professional learning designs to enhance their content knowledge related to the Georgia Performance Standards to more effectively design and implement quality instruction and student performances. These designs include specific content related workshops and all of the Performance/Actions in 1-6.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Workshop agendas✓ Various protocols✓ Student performance tasks✓ Unit or lesson plans, etc.	Teachers articulate and demonstrate their understanding of content through lessons they design and implement with rigorous student performances accomplished.

Performance/Action 9

Teachers participate in collegial exchange facilitated through technology (e.g., participates in online subject areas networks, takes online courses, participates in action research studies or shares lessons and results with other teachers).

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Online course syllabus✓ Content specific websites✓ Logs✓ Electronic portfolios, etc.	Teachers and/or administrators can articulate how technology is enhancing their professional growth.

Professional Learning Strand

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.

Performance/Action 10

Administrators work with staff to create rubrics that clearly describe expected classroom practices and communicate how those practices connect to ongoing school improvement goals.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School Improvement Plan✓ Rubric of implementation, etc.	Teachers and administrators can articulate their progress on implementing new or expected practices in their classrooms, and can articulate the next steps they will take for continuous improvement.

Performance/Action 11

Administrators and teachers establish clear expectations for implementation on prior professional learning initiatives and/or school improvement strategies before other initiatives are added. Utilize the above performance/actions to examine consistency in implementation and examine student learning data to show some evidence of professional learning impact.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School Improvement Plan✓ Rubric of implementation✓ Leadership team meeting agendas and minutes✓ Next step action plans✓ Reflection logs and journals, etc.	Teachers and administrators can articulate their progress on implementing new or expected practices in their classrooms, and can articulate the next steps they will take for continuous improvement with evidence of student learning impact.

Professional Learning Strand

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 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.

Fully Operational 2.6

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).

Performance/Action 1

Professional learning is planned using research about adult learning needs and how individuals experience the change process and research about this process is shared with participants in order to build capacity and deepen understanding about these processes as they implement new strategies.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Current educational research from periodicals, journals, books✓ Academic coaches’ logs✓ Mentor or protégé logs, etc.	Teachers can articulate the support they receive such as instructional coaches and mentoring as they implement new strategies in the classroom.

Professional Learning Strand

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.

Performance/Action 2

Professional learning opportunities consistently model the same strategies that participants are expected to use, therefore impacting the participant’s depth of understanding in a way that allows them to adapt these strategies to their own classroom circumstances.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Professional learning activity plans✓ Collaborative unit plans✓ Teacher lesson plans✓ Individual teacher reflection logs, etc.	Teachers can articulate how professional learning activities have addressed content knowledge needs as well as the use of new curriculum materials, assessment practices, and instructional practices.

Performance/Action 3

Professional development opportunities are differentiated to reflect a teacher’s career stages and individual interests and needs; opportunities are provided for teachers to participate in and lead mentoring programs, content area and grade level learning teams, instructional coaching, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Individual professional learning logs✓ Mentor or protégé logs✓ Learning team logs✓ Agendas and minutes from professional learning opportunities in various areas such as technology, curriculum development, etc.	School leaders and teachers can articulate how professional learning has addressed their specific needs with regards to content area and career stage.

Professional Learning Strand

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 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.

Fully Operational 2.7

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.

Performance/Action 1

School leaders and teachers understand and employ strategies for group development processes (shared decision making, effective communication skills, and conflict resolution) that lead to a culture of trust, collegiality, and collective responsibility among staff members working together in established, ongoing learning teams.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Vision and mission statements✓ Group norms✓ Feedback from learning team members✓ Conflict resolution protocols✓ School Improvement Plan, etc.	School leaders and teachers can articulate how teachers are involved in shared decision making at the school, what protocols are used for conflict resolution, and what structures exist within the school day that allow for collaboration among members of the learning community and how this collaboration is monitored for effectiveness.

Professional Learning Strand

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.

Performance/Action 2

School leaders and teachers utilize technology tools such as online discussions, web casts, seminars, educational blogs, listservs, etc., to facilitate communication among members of the learning community.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Creation of listservs, online discussion groups, chat rooms, etc.✓ Discussion threads from emails, online chat rooms, blogs, listservs, etc.	Teachers and school leaders can articulate how they utilize technology resources to ensure effective and sustained communication between members in learning teams and the learning community as a whole.

Professional Learning Strand

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 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.

Fully Operational 3.1

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 student 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.

Performance/Action 1

Understand and demonstrate appreciation for all students by showing respect for all of the diverse student cultural backgrounds and sub-populations.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Curriculum units with learning activities that recognize the contributions and traditions of various cultures.✓ Records of community and family members participating in activities that promote an appreciation of cultural diversity✓ Learning team logs showing discussion of impact of culture and social class on teaching and learning✓ School mission and vision statements✓ School Improvement Plan✓ Records that document participation in learning about traditions and social practices of various cultures, etc.	<p>Teachers can articulate their students’ background, culture, interests, and life experiences.</p> <p>Teachers can describe in detail the impact of teacher attitude, background, culture and social class on their teaching practices.</p>

Professional Learning Strand

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.

Performance/Action 2

Establish classroom learning environments that are emotionally and physically safe with a focus on creating positive relationships between administrators, teachers and students.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School code of conduct and norms✓ Discipline records✓ Schedules of celebrations✓ Classroom/hallway displays✓ School mission and vision statements✓ School Improvement Plan, etc.	<p>Students can articulate the school’s code of conduct and norms and can explain how these help them learn to be successful.</p> <p>Teachers and administrators can describe how they teach, reinforce, celebrate and publicize the school wide themes of caring, respect and safety.</p>

Performance/Action 3

Develop skills that communicate high expectations for academic achievement for all students.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Peer observation records focusing on demonstrated high expectations✓ Records that document participation in learning how teachers communicate high expectations to students✓ School schedule and staff assignment to show support of learning for struggling students including intervention and acceleration services✓ School mission and vision statements✓ School Improvement Plan, etc.	<p>Administrators can explain how no excuses are accepted for lack of achievement of any students.</p> <p>Teachers can describe how they develop relationships with students to encourage achievement.</p> <p>Each teacher can explain their specific, individual role in helping all students learn.</p>

Professional Learning Strand

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.

Performance/Action 4

Provide various types of instruction and assessment based on individual student differences including learning strengths and preferences.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student interest surveys✓ Student learning styles inventories✓ Lesson plans✓ Teacher made assessments, etc.	Teachers can articulate their students' interests, life experiences, and disabilities.

Professional Learning Strand

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 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.

Fully Operational 3.2

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.

Performance/Action 1

Teachers collaborate to deepen their understanding and build consensus on the knowledge, skills, and understandings that all students should have. This can be accomplished by collaboratively aligning student work to the performance standard(s), by collecting examples of exemplary student work, by identifying instructional and learning strategies that will support students toward their learning, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Collections of exemplary work✓ Interdisciplinary units✓ Learning team logs✓ Observation and conference Records✓ Lesson plans✓ Student assessment results✓ Standards-based instructional bulletin boards, etc.	<p>Teachers can explain why a given piece of student work meets the standard(s).</p> <p>Teachers can answer the question: “How good is good enough?”</p>

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Performance/Action 2

Teachers use a variety of research-based instructional strategies to differentiate instruction based on student need interests and backgrounds.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Research based instructional practices✓ Student portfolios✓ Formative assessment results✓ Progress monitoring results✓ Observation and conference Records✓ Learning team logs✓ Lesson plans✓ Student assessment results, etc.	<p>Teachers can articulate a rationale for why specific instructional strategies are appropriate to specific content and objectives and how they meet the differing needs of students in their classrooms.</p> <p>Teachers can describe the instructional strategies that their learning team has agreed to utilize in instruction as identified in their school improvement plan.</p> <p>Students can articulate how they utilize these instructional/learning strategies to support their own learning.</p>

Performance/Action 3

Teachers create and use a variety of authentic, embedded assessments to monitor student progress toward meeting rigorous standards.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student portfolios✓ Formative assessment results✓ Performance assessments✓ Progress monitoring records✓ Curriculum units✓ Rubrics✓ Record of conferences with students, etc.	<p>Teachers can demonstrate the use of a variety of assessment strategies such as rubrics, paper and pencil tests, writing assessments, speeches, projects, homework, etc., and can articulate how these assessments are used to adjust classroom instruction.</p> <p>Students can articulate how they use assessment results to monitor their own progress toward meeting standards and set performance goals.</p>

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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.

Fully Operational 3.3

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.

Performance/Action 1

School leaders model the use and importance of deep content knowledge and research-based instructional strategies through the allocation of resources and time, formal evaluations, professional learning opportunities, and public recognition of teacher efforts.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School Improvement Plan✓ Observation and conference records✓ Meeting agendas and minutes✓ School schedule✓ Professional learning plan✓ School budgets, etc.	Leaders and teachers can articulate how school resources, time, and professional learning opportunities are aimed at deepening content knowledge and use of research-based instructional strategies.

Performance/Action 2

School leaders develop schedules and structures that support ongoing collaboration among staff members and develop a process for monitoring the use of collaborative time.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School schedule✓ Learning team logs✓ Meeting agendas and minutes, etc.	School leaders can articulate how schedules and school structures support collaboration among staff members. School leaders and teachers can articulate how collaboration is monitored and how they receive feedback about their collaborative work.

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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.

Fully Operational 3.4

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.

Performance/Action 1

Students are provided with opportunities to serve in community and school service programs that enhance student learning, skills, and talents. Committee of teachers, families, and community members work collaboratively to identify and develop these type programs.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Committee agendas and minutes✓ Service program attendance sheets✓ Newspaper articles, etc.	Principals, teachers, parents, community members, and students can describe and discuss their participation in these service programs.

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Performance/Action 2

Community business and industrial leaders work with the schools to provide mentoring and/or work opportunities for students to experience onsite occupational training.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Extracurricular work schedules for students✓ Progress reports from employers, etc.	Principals, teachers, parents, community members, and students can describe and discuss their participation in these work programs.

Performance/Action 3

Schools encourage parents to become more involved in their child’s education by providing information about the student’s progress toward meeting learning goals and school programs that can assist students in achieving these goals.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Progress reports✓ Letters to parents about school programs, etc.	Parents can discuss their child’s learning goals and their deficits. Parents can discuss intervention programs offered by the school to assist their child.

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Performance/Action 4

Technology is utilized to communicate with parents about student learning goals.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Websites✓ Telephone logs, etc.	<p>Teachers can discuss conversations with parents about student progress through the use of technology.</p> <p>Parents can discuss conversations with teachers about student progress through the use of technology.</p>

Performance/Action 5

Families are provided information and activities to support their student's learning at home.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Parent letters informing them of units being taught and activities that can be done at home to reinforce the learning.✓ Websites with the current units being taught, examples of work, and/or activities that can be done at home to reinforce the learning✓ Letters informing parents and students of online tutorial websites that can assist with homework, etc.	<p>Students and parents can discuss activities done at home to reinforce learning goals.</p>

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Performance/Action 6

Teachers and administrators are provided professional learning on the knowledge and skills to involve families and other stakeholders appropriately.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Agendas and minutes✓ School Improvement Plan✓ Action plans, etc.	Faculty can discuss strategies to involve families and stakeholders in the student learning process.

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Professional Learning Appendix

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Georgia School Standards	Questions for Dialogue/Discussion
<p>Curriculum:</p> <ol style="list-style-type: none"> 1. The school’s curriculum is sequenced and organized to ensure students know, do and understand the core content outlined by the Quality Core Curriculum or Georgia Performance Standards. 2. Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performances. 3. Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum. 	<ul style="list-style-type: none"> • What do all agree students should know, do and understand in this unit of study? • What are the student performance targets for this unit of study? • What enduring understandings should students have from this unit of study? • Approximately how long will this unit of study take? • How will we monitor the implementation of this unit as a teacher team? With administration? With students? • How will this unit challenge all learners to demonstrate depth of understanding—what does rigor look like in this unit?
<p>Assessment:</p> <ol style="list-style-type: none"> 1. A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement. 2. A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system. 3. Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole. 	<ul style="list-style-type: none"> • What common assessments will we develop and administer that will require students to demonstrate their progress toward meeting the standard(s)? • How are we using this data to adjust our instruction? What are we doing for students who are experiencing difficulty meeting the required performance standards of this unit? • Describe the various assessment techniques that will be implemented during this unit and the timeline for collaborative analysis of results during monitoring student progress. • What feedback do we give to students that will enable them to successfully meet the performance requirements of this unit? • How do we use this assessment data to help students monitor their own progress toward meeting the standards?

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<p><u>Instruction:</u></p> <ol style="list-style-type: none">1. Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.2. Research based instruction is standard practice.3. High expectations for learners are consistently evident, with students playing an active role in setting personal learning goals and monitoring their own progress upon clear evaluation criteria.	<ul style="list-style-type: none">• Warm-up: How are students hooked for today’s lesson/standards? How can students reinforce what they know, do , or understand in this warm-up? How do we start students thinking in the right direction?• Mini-lesson: What research-based instructional strategies will help students move toward proficiency in meeting this standard(s)? How will Language of the Standards be incorporated? How can prior knowledge be determined? What from this mini-lesson will be needed to students to proceed confidently through the work period?• Work period: What work will engage students towards meeting these standards? How are the higher order thinking skills (comparing, contrasting, classifying) and processes (problem-solving, decision-making; and mental habits of mind (critical thinking, creative thinking and self-regulation) incorporated in during this work period? How should students be grouped to enhance their learning? How will monitoring, observing, questioning and conferencing with students or groups of students be done during this work period? Can all students explain how this work is helping them meet the standards required for the performances in this unit of study?• Closing: How can the day’s lesson be summarized that will promote thinking on the part of the students? How does the lesson require students to play an active role in their learning and monitoring their own progress?
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Appendix Professional Learning 1.1 A: Collaborative Planning Framework to Guide Dialogue/Discussion

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Appendix Professional Learning 1.1 B: Sample Protocol for Analyzing Student Work

Analysis of student work provides the teacher with information regarding instruction. More importantly it also provides insight into each student’s strengths and weaknesses as a learner. The purpose of analyzing student work is not to determine a grade or evaluate student work. This process should lead to revision of instruction and revision of student work.

Analyzing Student Work Protocol:

1. Look at student work and determine what the student knows and understands.
2. Identify the student strengths.
3. Match the standards and elements to the student’s strengths.
4. Identify weaknesses. Reflect on the instruction, the task, and student needs.
5. Determine next steps for instruction and the student. For example, a simple nudge, a whole group focused lesson on the specific need, an individual conference, small group conference, etc.

Teachers may want to create a feedback form for students. The feedback form would include strengths and next steps.

+ Positive Feedback	→ Next Steps

Other protocols for analyzing student work may be found at <http://www.lasw.org>.

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Appendix Professional Learning 1.1 C: Standards in Practice

Standards in Practice is a process to identify and close the gap between what students learn and what they need to learn to attain proficiency. The process provides a structured conversation to develop and implement instructional strategies to ensure rigorous academic work **for all students**. The steps included in this process are listed below.

STEP 1: What is the academic purpose of this assignment? The team examines the task to ask about content and context: what learning was expected from this task?

STEP 2: The team asks: what does someone need to know and be able to do to complete the task successfully?

STEP 3: The team identifies the standards that apply to this assignment

General Standards in Practice Rule

Each assignment must address at least:

- One content standard—literature, math, social studies, science, art, music, world language, etc. (reading and writing are NOT content standards)
- One writing standard
- Note: If the assignment is misaligned, SKIP to step 6/redesign.

STEP 4: The team generates a task-specific rubric for this assignment from the standards and the assignment

- 4. A qualitative description of the student work on the assignment being reviewed that is exemplary
NO RETEACHING NECESSARY
- 3. A qualitative description of student work on the assignment being reviewed that meets the standard(s)
NO RETEACHING NECESSARY
- 2. A qualitative description of student work on the assignment that *almost* meets the standard(s) (The student is in his/her *zone of proximal development* and is “using but confusing” concepts)
SOME RETEACHING NECESSARY
- 1. A qualitative description of student work on the assignment that does not meet the standard(s)
SIGNIFICANT RETEACHING NECESSARY

STEP 5: The team diagnoses the student work, using the task-specific rubric/scoring guide.

STEP 6: The team analyzes the student work to plan instructional strategies for improving students' performance. Questions, such as these, are asked:

- What changes need to be made to the assignment to make it more rigorous?
- What instructional strategies do we need to teach the assignments?
- What other action needs to occur at the classroom, school and district level?
- What additional support do teachers/principals need?

Appendix Professional Learning 1.2 A: "Finding Time for Collaboration"

Mary Anne Raywid, *Educational Leadership*, 51(1), September 1993.

Offers 10 strategies schools are using to create time. Order from ASCD, (800) 933-2723

Implementation Resource

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School improvement happens when teachers improve their practices. Traditionally, professional development to improve teaching and learning occurred when teachers attended workshops and trainings and returned to their classrooms to implement new strategies in isolation. It is the collective responsibility of all teachers to ensure that all students learn. This collective responsibility requires collaboration so that teachers have opportunities to combine knowledge and support each other as they improve teaching and learning. Collaboration is not just a good idea, it is necessary. The principal and school leaders are instrumental in establishing the culture of collaboration. This culture cannot be created unless the schedule reflects opportunities for teachers to meet on a regular basis. Listed below are fifteen examples of how school leaders find time for collaboration.

Fifteen Good Examples:

1. At the Mohegan Elementary School in the Bronx, teachers piloting a new curriculum are scheduled for the same daily lunch period and a common preparation period immediately thereafter—giving them a total of 90 minutes of shared time daily.
2. Central Park East Secondary School in Manhattan, a 450-student combined junior-senior high school, is composed of three divisions, each with two houses—or two sets of students and teachers who work together. On one morning of every week, the lower division students of one house engage in community service. Their teachers meet together until noon, when the students return to school.
3. The organizational structure of Central Park East also lends itself to a different sort of grouping of teachers for meetings. Community service time can be scheduled by houses (a house being a single group of students), or it can reflect curriculum and assemble the division teachers from two houses who deal with a common content area. In previous years, the high school has scheduled meetings on a curricular (team) basis; now this is done on a house (student) basis.
4. In schools and districts of substantial size, increasing class size by just one or two students can yield a surplus sufficient to finance teams of substitutes. The substitutes cover classes on a regular basis, permitting teacher teams to meet frequently.
5. In Merritt Island, Florida, the Gardendale Elementary Magnet School has adopted a year-round calendar, with three-week inter-sessions between quarters. The inter-sessions permit concentrated, two- or three-day meetings for teacher planning, for which participants receive compensatory time.

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6. On Long Island, New York, school districts commonly set aside three to five days per year for teachers to attend day-long staff development meetings. To encourage regular collaborative sessions for teachers, some districts are rescheduling this time. When divided up, five staff development days permit 13 two-hour sessions, or one every two weeks throughout the school year.
7. In Kentucky, the State Board of Education sought legislative permission to convert five of the required instructional days into staff development time (“States” 1992).
8. The Texas Commissioner of Education sought authority from the Legislature to waive up to 15 instructional days to make them available for staff development (Gursky 1991).
9. Also at Mohegan in the Bronx, where a Cultural Literacy curriculum is being developed, the principal offered to dismiss classes 45 minutes early each Monday, Wednesday, and Friday if the teachers would extend the time by contributing 45 minutes of their own.
10. Some years ago, a Rhode Island superintendent lengthened the school day by 20 minutes for four days in order to dismiss students at noon on the fifth. He made Wednesdays teacher meeting days and persuaded local churches to hold their religious education programs on Wednesday afternoons, and scouts and other youth activities to meet then. A small group of faculty remained with and supervised (on a rotating basis) the youngsters of working parents unable to make other arrangements.
11. Kapaa Elementary School, on Kauai, Hawaii, has opened six schools-within-schools to accommodate its 1,500 students. The school is large enough to have a “supplemental staff” of art, music, physical education, computer, speech-drama and gifted-talented specialists, who meet with various classes (rather than offering scheduled classes of their own). The principal has asked the supplemental staff to collaborate regularly to plan a half-day program, which they will use—as a team—successively in each of the six schools-within-schools. After rotating one collectively designed program through all six schools-within-schools, they will design another program. Eventually, each school-within-a-school team will be freed for a half-day's collaboration each two-and-one-half weeks throughout the school year.
12. At the Urban Academy in Manhattan, students participate in volunteer community service activities each Wednesday afternoon. With the help of the program's community service coordinator, each student has a semester-long assignment of providing some service function in the community—for example, helping in a legislative office, a teenage treatment facility, or an animal rescue group. This arrangement gives Academy teachers the full afternoon on Wednesdays for meeting. Faculty meetings occur regularly during this time, and each features one or more issues for deliberation.
13. Brooklyn College Academy—an alternative high school—classes are scheduled daily from 7:30 to 3:30. Even though the early morning “0” period is limited to special classes, clubs, and tutoring, the Academy finds that state time minimum requirements can be met in four-and-one-half days. Thus, faculty meet every Monday from 12:45–2:30 one week and 12:45–3:10 the next.

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14. According to the superintendent of New York City's alternative high schools, the secret to finding collaboration time during the school day lies in “creative interpretation” of state requirements for instruction. He discovered that the time requirements could be met in four, rather than five, classes per week, permitting the blocking of “specials” (physical education, art, music, industrial arts) on the fifth day. For example, on Fridays a particular group of youngsters may take two periods of physical education, followed by one each of music and industrial arts. This configuration frees other teachers for regular, extended collaborative sessions.
15. In Ft. Myers, Florida, a new teacher contract set the workday for teachers at an hour longer than that for students—leaving time after school each day for teachers to meet.

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Appendix Professional Learning 1.2 B: Establishing Norms

Any team that meets on a regular basis will have a smoother working relationship if they begin by developing a set of operating norms. Norms are the commitments for how the team will interact with each other, conduct business together, make decisions as a team, and communicate with each other.

Norms Help To:

- Ensure that all individuals on the team have the opportunity to contribute in the meeting;
- Increase productivity and effectiveness of the team; and
- Facilitate the achievement of the team's goals.

How Do We Determine Our Team Norms?

- Individually think about behaviors you consider ideal for working on a team.
- Each team member takes 5 sticky notes.
- Write one idea on each sticky note.
- Place all sticky notes on chart paper and group similar ideas together.
- When all sticky notes have been sorted into groups, identify the norm suggested by each group of sticky notes.
- Record these norms on a new sheet of chart paper.

Norms are part of the culture. They exist whether or not you acknowledge them or formalize them.

~Kathryn Blumsack

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Considerations When Establishing Team Norms:

The National Staff Development Council suggests using the following topics to assist in establishing possible team norms.

Time	When do we meet? Will we set a beginning and ending time? Will we start and end on time?
Listening	How will we encourage listening? How will we discourage interrupting?
Confidentiality	Will what we say in the meeting be held in confidence? What can be said after the meeting?
Decision Making	How will we make decisions? Will we reach decisions by consensus? How will we deal with conflicts?
Participation	How will we encourage everyone's participation? Will we have an attendance policy?
Expectations	What do we expect from members? Are there requirements for participation?

Tips for Creating and Maintaining Norms:

- Each team should create its own norms.
- Norms should be stated as commitments to act or behave in certain ways rather than as beliefs. Example: "We will..." instead of "We believe..."
- Norms should be reviewed at the beginning and end of each meeting for at least 6 months.
- Teams should formally evaluate their effectiveness at least twice a year.
- Teams should focus on a few essential norms rather than creating an extensive laundry list.
- Violations of team norms must be addressed.

Learning by Doing
Rick Dufour, et. Al 2006

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Traits of Successful Team Members:

Being aware of how our individual behaviors contribute to the effectiveness of the team is important. Use the following statements to self-assess regularly as a member of the learning team. Cite actions that demonstrate each statement.

- I am committed to this learning team and its goals.
- I show respect and understanding toward other team members.
- I contribute to a team culture of help, support, and mutual trust.
- I participate in a way that creates a comfortable atmosphere for sharing both successes and failures.
- I have a high tolerance for discussion, debate, and disagreement.
- I am willing to question, get outside my current mindset, and be open to new ideas and solutions.

SERVE, 2005

Summary

Norms can help clarify expectations, promote open dialogue, and serve as a powerful tool for holding members accountable. When self-management norms are explicit and practiced over time, team effectiveness improves dramatically, as does the experience of team member themselves. Being on the team becomes rewarding in itself—and those positive emotions provide energy and motivation for accomplishing the team’s goals. (Goleman, *Learning to Lead with Emotional Intelligence*, 2002)

Explicit team norms help to increase the emotional intelligence of the group by cultivating trust, a sense of group identity, and belief in group efficacy. (Druskat, *The emotionally intelligent workplace*, 2001)

Norms can be a powerful tool at that inevitable moment when someone on the team fails to honor a norm. Referring back to the norms can help “the members of a group to ‘re-member,’ to once again take out membership in what the group values and stands for; to ‘remember,’ to bring the group back into one cooperating whole.” (Kegan, *How the way we talk can change the way we work*, 2001)

*When individuals work through a process to create explicitly stated norms,
and then commit to honor those norms, they increase the likelihood
they will begin to function as a collaborative team
rather than as a loose collection of people working together.*

~Rick Dufour

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Appendix Professional Learning 1.3 A: Monitoring Implementation

What gets monitored gets done, but more importantly, what gets monitored, improves. The purpose of monitoring is to assess implementation with the specific purpose of providing support and improving implementation. It differs from evaluation in that it does not place a judgment on the person or implementation, rather it provides an opportunity to assess progress and determine next steps. Continuous improvement does not occur unless implementation is monitored.

Monitoring may be informal or formal. Some examples include:

Informal Monitoring	Formal Monitoring
<p>Classroom Visits</p> <p>Classroom visits provide an opportunity to see strategies in action. Not only is it important to notice what teachers are doing, but also to notice what students are doing. If the strategies aren't impacting student learning, next steps need to be identified. Although this is an informal way of monitoring, it is important to identify the purpose of the visit. For example, "What is the learning objective/standard students are learning?"</p>	<p>Awareness Walks</p> <p>Awareness Walks differ from classroom visits in that there is a predetermined focus. The focus has been clearly defined for teachers and they have had time to practice before they are monitored. See the description on the following pages.</p>
<p>Conversations</p> <p>Simple conversations with students and teachers can provide insight into teaching and learning. Asking students questions about their work can gauge impact of implementation on student learning.</p>	<p>Analysis of Benchmark</p> <p>Quarterly, benchmark assessments can provide a source of data that depicts student progress toward the standards. Analyzing benchmark data frequently allows for interventions to be implemented in a timely manner to prevent students from falling behind.</p>
<p>Observing collaborative planning sessions</p> <p>When a principal attends a collaborative planning session, it sends the message that collaboration is valued. It also provides an opportunity for the principal to deepen understanding of the progress of implementation.</p>	<p>Analysis of Student Work</p> <p>Student work is a reflection of teaching. Careful analysis of student work as it relates to the standards provides evidence of successful implementation. It also helps to determine next steps for instruction.</p>

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Awareness Walks

Awareness Walks provide a systematic process for schools to monitor curriculum implementation. The process is not intended to be used for evaluation of teaching practices. It is intended to guide school leaders as they monitor and support teachers in their efforts to improve student achievement.

Awareness Walks are organized, focused, and regular visits to a school's classrooms and other learning areas to gather process data on:

- How teachers teach,
- How students learn,
- What gets taught to whom, and
- How the school is organized to enable students to meet standards.

The visits may be conducted by the leadership team, teachers, outside consultants, system level personnel, etc. and may take place in all classrooms or in specific grade level or content area classrooms. The visits should be focused on specific practices that make a difference in student achievement.

In order to ensure that an Awareness Walk is organized and focused, there are four questions to consider:

- What is the focus of the school's professional learning and development?
- What is the purpose of the Awareness Walk?
- What are the specific expectations?
- What artifacts and evidence will represent the expectations?

Designing an Awareness Walk is a collaborative effort of a school leadership team. Awareness Walks are directly related to the expectations for implementation in a particular school.

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Appendix Professional Learning 1.5 A: Feedback

Teachers need the opportunity to practice, make mistakes, and learn from the mistakes that they have made. Coaching and modeling of the strategies will aid in the implementation of new strategies and practices. When school leaders offer encouragement and praise to teachers who are making efforts to implement the strategies learned, teachers are more willing to try new strategies and ideas.

In order to provide support to teachers, school leaders provide feedback to teachers. When school leaders routinely provide coaching and feedback to teachers, they are more likely to continue what they are doing well and develop their use of strategies. Teachers need specific examples of what they have done well with regards to implementation and what next steps they might address to improve implementation. Below is one way to provide written feedback to teachers.

Example of a feedback form with feedback for the teacher regarding the use of Read-Aloud/Think-Aloud as a strategy to improve comprehension of science content presented in informational texts:

+ Positive feedback	→ Next steps
You provided examples of your thinking by modeling with a science text. You utilized 3 of the 7 habits by making connections, determining importance, and making inferences.	Your students continue to struggle with making inferences. You might consider modeling “inferring” in isolation so students will internalize the strategy.

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Appendix Professional Learning 2.4 / 2.5 A: Peer Observation Protocol

Peer Observation Protocol

Teacher's Name _____ Observer's Name _____

Date of observation _____

What is the focus of the observation?

Part I

What are students doing and learning?	What is the teacher doing and learning?

Observer's Reflection: How is what I observed in this classroom today meeting the implementation of our school improvement strategies and our student learning goals? (Use the back if necessary.)

Part 2

Collegial dialogue/reflection:

- Observed teacher shares his/her reflection about the teaching and learning during the observation time.
- Observer shares what he/she observed.
- Engage in collegial dialogue about the implementation of the instructional practice and its impact on student learning.
- Determine next steps for both peers.
- Share with learning team what was learned from the observation.

Learning Team Reflection: How will we use this information to enhance the implementation of our school improvement initiatives and meet our student learning goals?

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 1: The principal and school administrators provide leadership that reinforces a commitment to high expectations for student achievement while promoting the school as a true community of learning.

Fully Operational 1.1

The principal and school administrators exhibit a deep understanding of curriculum, assessment, and instruction, which fosters focused, professional learning. As a result of the role of lead learner and the high level of consistency in their use of their knowledge, teachers are involved in data analysis, reviewing student work, and making decisions about instructional practices.

Performance/Action 1

The school leaders participate in the planning and implementation of professional learning opportunities. They also work collaboratively with teachers to align the Quality Core Curriculum (QCC) and the Georgia Performance Standards (GPS) as QCC phases out and GPS phases in. They assure that this alignment is in accordance to the curriculum/assessment cycle provided by the GADOE Curriculum and Instruction Division.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ GPS alignment documents✓ Sign-in sheets✓ Agendas and minutes from meetings✓ Copy of the phase-in plan for GPS, etc.	School leaders can explain the alignment process in use at their school and how that process matches the GPS rollout cycle.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 2

The principal has made clear what is meant by high expectations for all students and teachers. For example, students are expected to meet the standards by the end of the school year, therefore teachers are knowledgeable about the rollout of the Georgia Performance Standards and know the specific standards for their content area(s). Teachers are expected to have a plan for implementing the standards on a daily basis while monitoring student progress towards meeting the standards. The school leadership is expected to have a plan for the rollout and monitoring of the implementation of the Georgia Performance Standards.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Standards and elements are posted✓ Teacher evaluations are linked to performance standards✓ Teachers have a copy of the rollout plan✓ Student and teacher portfolios✓ Safety net plans, rosters, etc.	Students can explain what they need to know, understand, and be able to do to meet the standards. All students are held accountable for the same standards, with time as the variable. Teachers know and can explain what is expected of them and where to get support as needed.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 1: The principal and school administrators provide leadership that reinforces a commitment to high expectations for student achievement while promoting the school as a true community of learning.

Fully Operational 1.2

The principal and other school administrators effectively and consistently demonstrate the role of lead learners within the learning community as a priority in their professional lives. As a result of their leadership, staff, parents, and community members are in partnership to ensure the achievement of all learners and to eliminate in a timely manner barriers to the achievement of individual students and groups of learners.

Performance/Action 1

The school’s council meets consistently and has active staff, parent and community/business members’ participation.

Artifacts:	Evidence:
✓ Meeting agendas and minutes, etc.	Parents, teachers, community members, and principal participate in the school’s council. Members of the council can explain how the school utilizes benchmark data. They explain their role in shared decision making.

Performance/Action 2

The school has an active parent/student/teacher organization similar to PTO/PTA. Parent/Teacher organizational meetings are scheduled at least monthly. Parents express that there are opportunities to be involved in volunteering and in shared decision making. The school partners with parents to provide training in parenting skills and how to support students in their academic, social and emotional growth.

Artifacts:	Evidence:
✓ Master schedule ✓ Agendas and minutes ✓ Sign-in sheets, etc.	Parents describe the various opportunities to volunteer and share in the decision-making process.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 3

The principal and school administrators demonstrate a consistent and sustained commitment to engaging the input and involvement of students, teachers, parents, and community groups to ensure the achievement of all learners.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Written communication from school to stakeholders✓ Meeting agendas and minutes✓ Sign-in sheets✓ Surveys of teachers, parents, students and community✓ List of committee assignments✓ School improvement plan, etc.	<p>The principal and school administrators can articulate how teachers, parents, students, and community support the school’s instructional focus.</p> <p>Parents, teachers, and students can articulate how they are involved in instructional support of the school.</p>

Performance/Action 4

The leadership establishes partnerships with staff, parents, and community members to ensure achievement of all learners.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Meeting agendas✓ Flyers✓ Posters announcing events, etc.	<p>The staff, parents, and community can articulate how the leadership partners with them to increase academic achievement.</p>

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 1: The principal and school administrators provide leadership that reinforces a commitment to high expectations for student achievement while promoting the school as a true community of learning.

Fully Operational 1.3

There is a high level of evidence of the impact of administrators as lead learners within the learning community, including active membership on study teams, protecting instructional time, and promoting adult learning. As a result of this visible and sustained instructional leadership, the school successfully and continuously achieves its mission, priorities, and long-range goals. Both symbolically and literally, the principal and administrators inspire the staff, keep the school focused on student learning, and promote sustained and continuous improvement.

Performance/Action 1

The school leaders attend collaborative team meetings as an active participant (lead learner) and supporter of a collaborative effort. School leaders seek to gain trust and credibility as the instructional leader.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Collaborative team meetings agendas and minutes✓ Sign-in sheets✓ Study group logs, etc.	The teachers can articulate how the school leaders model participation in collaborative team meetings.

Performance/Action 2

The school principal and administrators work with teachers to create opportunities to approach new learning together. There is a process in place to develop the school’s professional learning plan which includes input from those who will be involved in the implementation.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Professional learning plan✓ Teacher meeting agendas and minutes✓ Study group plans✓ Action research plans, etc.	Administrators and teachers can discuss their participation in professional learning opportunities, can describe how the new learning has been applied, and what impact it has had on student learning.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 3

The principal and school administrators develop policies, practices, and procedures to protect instructional time and keep the school focused on student learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School schedules✓ Discipline plan✓ Discipline reports✓ Parent surveys✓ Teacher surveys✓ Student surveys✓ Discipline policies✓ Posting of school rules and procedures✓ Posting of classroom rules and procedures, etc.	Stakeholders can understand and explain how school policies and procedures ensure maximum use of instructional time.

Performance/Action 4

The school leaders ensure that teachers conduct collaborative team meetings to read and discuss issues concerning standards-based education, the GPS, and student learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Learning teams and/or instructional study group agendas and minutes✓ Study group logs✓ Action plans✓ GAPSS analysis✓ Certified staff survey, etc.	School leaders and teachers can discuss how they use the collaborative team process to discuss issues and support student learning.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 1: The principal and school administrators provide leadership that reinforces a commitment to high expectations for student achievement while promoting the school as a true community of learning.

Fully Operational 1.4

All school administrators understand and are actively involved in the analysis and utilization of data to drive the instructional decisions for alignment and implementation of curriculum and assessment. As lead learners, they routinely provide coaching and supervision for curriculum, assessment, and instruction. Monitoring of instruction and assessment occur regularly.

Performance Action 1

The school leadership establishes a sense of urgency by providing and leading the faculty and staff in the use of relevant data. Data should include student learning data, demographic data, perception data, and process data. Examples of the four types of data are:

- Student learning data such as the Georgia Criterion-Referenced Competency Tests, Georgia High School Graduation Tests, and End-of-Course Tests.
- Demographic data such as free/reduced lunch, mobility rate, retention rates, and highly qualified teachers.
- Perception data such as the What Works in Schools Survey, NSDC Standards Assessment Inventory, and the national Study of School Evaluation Survey.
- Process data such as the Georgia Assessment of Performance on School Standards results, comprehensive school reform implementation documents, and School Improvement Plans.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Disaggregated data (achievement, attendance, discipline, media center circulation reports, etc.)✓ Surveys✓ Awareness walk results, etc.	Faculty can explain results of data findings, the changes needed in the school based on the data, and what is needed to impact student learning.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 2

The school leaders work with teachers to analyze the data, to utilize the data (formative and summative) to inform instruction, to set student academic goals for all students, and plan safety nets for students requiring additional academic assistance.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Pertinent student data compiled in a usable format✓ School improvement plan✓ Strategic intervention/safety net plan, etc.	School leaders can explain how to develop targets for all students within each of the content areas at the following levels: school, grade level, class, and individual. They know the status of each class. School leaders can explain the assessment system. They can provide examples of evidence of data use in classroom instruction.

Performance/Action 3

The school leaders monitor instructional practices and student learning by observing in classrooms daily, making notes of what appears to be going well, and noting items that require follow up. Daily observations may include reviewing teacher monitoring systems (conferencing notebook, assessment tasks/results) and talking to students about the quality of their work as it relates to the elements and standards (GPS), etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Classroom observation logs✓ Awareness walk, focus walk, learning walk documentation✓ Feedback forms✓ Student work, etc.	School leaders can articulate what they look for in an observation. They can discuss student work as it relates to the GPS elements and standards.

Performance/Action 4

The school leaders give specific feedback to teachers about daily classroom visits. The school leaders use coaching techniques to help teachers grow as designers of standards-based instruction.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Visitation journals✓ Written feedback✓ Coaching plans, etc.	School leaders facilitate coaching meetings with teachers, and they can describe how they developed their coaching plans and the progress that the teacher has made.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 2: The principal and school administrators facilitate the development, implementation, and maintenance of a supportive learning environment for teachers and students through strong management and organizational skills.

Fully Operational 2.1

The principal and school administrators facilitate the development and sustained implementation of consistent policies, practices, and procedures that ensure a safe, orderly, and inviting learning environment, including plans that reinforce students’ self-discipline and responsibility (e.g., Behavioral Pyramids of Intervention), clear and well articulated procedures, and oversight of the implementation of those procedures.

Performance/Action 1

The school leaders ensure school-wide consistent procedures and routines that focus on student safety, student learning, and maximum, non-interrupted instructional time.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Posted procedures and routines✓ Teacher and student handbooks✓ Safety plan, etc.	All staff can articulate how the school is managed including procedures for operations such as fire drills, hall traffic, transition times, inclement weather, substitute teacher acquisition, medicine distribution, arrivals/dismissals, etc.

Performance/Action 2

The principal and school administrators work collaboratively with staff and community to develop policies, practices, and procedures to ensure a safe, orderly, inviting, and supportive learning environment.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Discipline plan✓ Discipline reports✓ Parent/teacher/student surveys✓ Discipline policies✓ Postings of school rules and procedures✓ Posting of classroom rules and procedures, etc.	Stakeholders can articulate that school climate and culture is supportive and inviting. Observations of interactions among groups reflect a positive, supportive learning environment.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 3

The principal and school administrators include feedback from students, parents, faculty, staff, and research-based practices when establishing or revising a school-wide discipline plan that reflects all local, state, and federal guidelines for discipline.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Discipline plan✓ Feedback (input) forms, etc.	Students, parents, faculty, and staff can explain the process for giving input on the school-wide discipline plan and how the input was used to update the school-wide discipline plan.

Performance/Action 4

The school leader meets with faculty and staff in small groups (grade levels, departments, subject areas, and support staff) to discuss the implementation of the school-wide discipline plan and provide clarifications as needed.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Copies of school discipline plan✓ Awareness walk forms and results✓ Meeting agendas and minutes, etc.	All staff can explain how the school-wide discipline plan will be implemented. They can also articulate how they manage behavior in regards to classroom behavior, beginning and ending the period or day, transitions and interruptions, and use of materials and equipment.

Performance/Action 5

The school leaders monitor implementation of the school-wide discipline plan.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Referral forms✓ Observation logs✓ Awareness walk forms and results✓ Journals, etc.	School leaders can articulate how implementation of the school plan is progressing based on their observations and reviewing of discipline referrals.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 2: The principal and school administrators facilitate the development, implementation, and maintenance of a supportive learning environment for teachers and students through strong management and organizational skills.

Fully Operational 2.2

The principal and school administrators maximize the availability and distribution of instructional resources focused on school learning goals, including quality human resources, print, non-print, and technology resources, as well as alignment of financial resources to support learning and organizational goals.

Performance/Action 1

The school leaders review the budget with the total staff and collect input. Resources are allocated based on the school’s mission, vision, beliefs, the school improvement plan, staff input, and research-based practices.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Staff surveys✓ Copies of budget sheets✓ Invoices, etc.	All staff can articulate how the school financial resources are allocated based on instructional priorities.

Performance Action 2

The school leaders develop a school schedule that effectively utilizes the expertise of staff and ensures that students benefit from instruction by highly qualified, highly effective teachers.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Highly qualified teacher data✓ Schedule, etc.	School Leaders can articulate how teachers are scheduled for classes. All teachers teach only in areas where they are highly qualified.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 2: The principal and school administrators facilitate the development, implementation, and maintenance of a supportive learning environment for teachers and students through strong management and organizational skills.

Fully Operational 2.3

As a result of the sustained commitment to excellence reflected in the management and organizational practices of school leaders, a supportive learning environment exists for all teachers and students. School leaders are consistently visible to staff, students, and parents, including participation in grade level and subject area meetings.

Performance/Action 1

The school leaders continually ask for input from staff members to improve the learning environment. They make decisions based on that input.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Surveys✓ Questionnaires✓ Meeting agendas and minutes, etc.	The school leaders describe how decisions are made through input from questionnaires, surveys, etc. and through the collaborative work of the staff. The school leaders articulate the results of questionnaires and how decisions were made using that input in addition to their personal beliefs and expectations. Staff members can describe how they are able to provide input for decisions.

Performance/Action 2

The school leaders show concern and interest for the well-being of faculty and staff members.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Calendar reflects record keeping of staff birthdays✓ Recognition of achievements, etc.	The school leaders describe how he/she recognizes faculty/staff birthdays, anniversaries and/or achievements such as earning advanced educational degrees, etc.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 3

The school leaders consistently recognize teacher success in improving student achievement within the school and community.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Teacher and paraprofessional of the month✓ Teacher bulletin board✓ Teacher wall of fame✓ Newsletter articles✓ Best practices bulletin, etc.	The faculty and staff can describe how the school leaders show appreciation and celebrate student learning. “Here’s what we value.”

Performance/Action 4

The school leaders visit classrooms daily and talk to students about the quality of their work as it relates to the standards. “What are you learning today?” “Why are you learning this?” “How do you know that your work is good enough?”

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Administrator journal entries✓ Schedule of classroom visits✓ Awareness walk/focus walk/walk-through forms and results✓ Leadership team meeting agendas and minutes✓ Charts (i.e. Sample record keeping chart), etc.	The administrator can verbalize how individual student work is progressing in all of the classrooms. The administrator reports to the leadership team on the number of classes visited and summarize the results of the visits. Actions are taken to support teachers.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 5

The school leaders keep the community informed by presenting at PTOs, the Chamber of Commerce, and other civic organizations as well as through newsletters and other school written communications. For example, presentations and/or newsletters may focus on becoming a standards-based school and provide an explanation of the differences in traditional instruction and standards-based instruction.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Communication plan✓ Handouts✓ Newsletters✓ Brochures✓ Agendas and minutes, etc.	The administrator, in conjunction with the leadership team, can describe the school’s communication plan for informing the community. Community members are aware of school initiatives and offer support.

Performance/Action 6

The interactions of the principal and staff are focused on student learning. For example, faculty meetings begin with a focus on student learning by celebrating exemplary student work. Faculty meetings are not just a delivery of information but are focused on student progress toward meeting the standard(s), instructional best practices, and using data to make decisions. Teachers may be sharing strategies, action research results, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Faculty meeting agendas and minutes✓ Study group/teacher meeting agendas and minutes✓ Memos✓ Analyzed student work, etc.	Teachers and administration develop a stronger focus on student learning. The staff can explain the focus of faculty meetings and the benefits of the meetings.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 3: School governance and leadership are distributed and school improvement is viewed as a collective responsibility.

Fully Operational 3.1

Leadership within all parts of the school is distributed. The principal and administrators collaborate with all staff members and other stakeholders to elicit input and provide opportunities for shared decision-making and problem-solving to ensure accountability for collaborative achievement of student and organizational targets.

Performance/Action 1

The principal surveys the staff to discover interests and provides choices in instructional leadership opportunities.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Completed surveys✓ Analysis of results✓ Data room✓ Meeting agendas and minutes, etc.	Principal can describe the process used to identify staff interests, strengths, and weaknesses. Teachers can describe the different leadership opportunities available.

Performance/Action 2

The principal encourages personal and professional growth in all staff members. For example, the school leader is constantly looking for leadership opportunities for instructional staff members. Teachers are encouraged to conduct action research projects, write grants, participate in professional organizations, pursue advanced degrees, attend professional conferences, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Research projects✓ Grants✓ School learning plan✓ Individual professional goal plans✓ Professional growth plans, etc.	Teachers can explain the value of professional growth and how it will impact student learning. Teachers establish their own goals to improve professionally and participate in decision making.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 3

The principal emphasizes and models the importance of reflection on faculty and staff responsibility for whole school learning. For example, during faculty meetings, time is provided for journal writing and for sharing reflections.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Meeting agendas and minutes✓ Journals, etc.	Teachers and administration can describe the reflection process and how it impacts school-wide decision-making and learning.

Performance/Action 4

The school’s council meets consistently. The school council has active staff, parent, and community/business member participation and support shared decision making.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Meeting agendas and minutes, etc.	Parents, teachers, community members and principal participate in the school’s council. They can explain how shared decisions are reach and how these decisions impact student learning

Performance/Action 6

The school has an active Parent/Student/Teacher organization similar to PTO/PTA.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Master schedule✓ Agendas and minutes✓ Sign-in sheets, etc.	Parent/Teacher organizational meetings are regularly scheduled. Participants can articulate parent/student/teacher organization meeting support school improvement and student learning.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 7

The principal and school administrators demonstrate a consistent and sustained commitment to engaging the input and involvement of students, teachers, parents, and community groups to ensure the achievement of all learners.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Written communication from school to stakeholders✓ Meeting agendas and minutes✓ Sign-in sheets✓ Surveys of teachers, parents, students and community✓ List of committee assignments✓ School improvement plan, etc.	<p>The principal and school administrators can articulate how teachers, parents, students and community are involved in the school.</p> <p>Parents, teachers, community, and students can articulate how they are involved in the school.</p>

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 3: School governance and leadership are distributed and school improvement is viewed as a collective responsibility.

Fully Operational 3.2

Extensive opportunities exist to reinforce the development and use of staff members' leadership skills, including mentoring and professional development programs to support instructional leadership.

Performance/Action 1

The principal encourages personal and professional growth in all staff members. For example, the school leader is constantly providing for leadership opportunities for instructional staff members. Teachers are encouraged to conduct action research projects, write grants, participate in professional organizations, pursue advanced degrees, attend professional conferences, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Research projects✓ Grants✓ School professional learning plan✓ Teacher professional learning plans, etc.	Teachers can explain the value of professional growth and how it will impact student learning. Teachers establish their own goals to improve professionally.

Performance/Action 2

Teacher leaders are provided opportunities to intern or shadow other instructional leaders through the system leadership academy or in-school leadership development.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Schedule of intern activities✓ Committee assignments✓ Leadership academy information, etc.	Teachers can articulate how they read, study, and participate in a variety of instructional leadership activities and how this professional learning impacts student learning.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 3

The principal ensures that teacher leaders are prepared for tasks that require skills in facilitating groups, leading professional learning activities, creating and delivering presentations, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Sign-in sheets✓ Agendas and minutes✓ Lists of professional learning opportunities✓ Videos, etc.	Teacher leaders can articulate how they have applied these skills to leadership opportunities.

Performance/Action 4

Teachers develop an individual professional learning plan and actively participate in instructional leadership roles. Opportunities may include serving on the leadership team, as a new teacher mentor, academic coach, or as a chair for grade, department, team or special programs. Teachers also assume leadership roles for special assignments such as data collection leaders, SI plan implementation coordinators, GPS unit development leaders, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Individual teacher professional learning plans✓ List of instructional leadership roles and participants✓ Committee assignments, etc.	Teachers can explain their leadership roles and how their leadership growth has directly impacted student achievement.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 3: School governance and leadership are distributed and school improvement is viewed as a collective responsibility.

Fully Operational 3.3

There is extensive evidence of the school’s using central office and regional and state human, material, and financial resources (e.g., Georgia State Department of Education, RESA, ETTC, GLRS) to support all components of the implementation and achievement of the school improvement plan and related achievement targets. The school’s consistently comprehensive and strategic approach to using these resources in all facets of school operations greatly enhances the achievement of long- and short-range goals.

Performance/Action 1

The principal works collaboratively with system personnel to skillfully allocate the budgeted resources (financial, materials and personnel) to manage the facility with a constant focus on student learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School budget✓ Personnel assignments✓ Fund-raising records✓ Building maintenance records✓ Supply bid sheets, etc.	The principal can describe how he/she uses the available materials, financial resources, and personnel in a manner that enhances student learning.

Performance/Action 2

The principal actively seeks on-going support and guidance from the system and other external assistance providers regarding technology and other material resources.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School budget✓ Purchase orders✓ Inventories, etc.	The school and system administrators can describe how the school collaborates with the system and other external resource providers to ensure that the school acquires necessary material resources in a timely manner.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 3

The principal works collaboratively with regional and state resources (e.g., GADOE, RESA, GLRS, ETTC) to support the development and implementation of the School Improvement Plan.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School Improvement Plan✓ Leadership team meeting minutes✓ Next step action plans or short term action plans✓ Records of professional learning team meetings✓ Consultant schedules of visits, etc.	The principal can describe how he/she uses the available regional and state resources in a manner that enhances student learning.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 4: The school leadership team effectively demonstrates the principles and practices of distributed leadership as part of the process of shared governance.

Fully Operational 4.1

The School Leadership Team is fully operational and representative of the school community. It meets regularly to solve problems and make decisions, demonstrating consistent ability to produce results related to overcoming barriers to the implementation of the GPS and GSS and maximizing staff and student achievement and overall organizational productivity.

Performance/Action 1

The principal and school administrators work with staff to carefully select members for a school leadership team. Staff members' strengths and weaknesses are strongly considered in the selection process.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Leadership team roster✓ Questionnaires used in selection process✓ Faculty meeting minutes and agendas, etc.	The principal, administrative team, and school staff can explain the selection process of the leadership team.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 2

The school leadership team establishes a sense of urgency by providing and leading the faculty and staff in the use of relevant data. Data should include student learning data, demographic data, perception data, and process data. Examples of the four types of data are:

- Student learning data such as the Georgia Criterion-Referenced Competency Tests, Georgia High School Graduation Tests, and End-of -Course Tests.
- Demographic data such as free/reduced lunch, mobility rate, retention rates, and highly qualified teachers.
- Perception data such as the What Works in Schools Survey, NSDC Standards Assessment Inventory, and National Study of School Evaluation Survey.
- Process data such as the Georgia School Performance Review results, Comprehensive School Reform implementation documents, and School Improvement Plans.

Artifacts:	Evidence:
✓ Disaggregated data (achievement, attendance, discipline, media center circulation reports, etc).	Faculty can explain results of data findings, the changes needed in the school based on the data, and what is needed to impact student learning.

Performance/Action 3

The leadership team consistently monitors the implementation of the school improvement plan by frequently revisiting the plan at leadership team meetings. Action plans/next steps are developed to ensure that the plan is implemented effectively.

Artifacts:	Evidence:
✓ Leadership team meeting agendas and minutes ✓ Monitoring and evaluation forms ✓ Implementation steps/short term action plans/next steps, etc.	Leadership team members can explain how the school improvement plan impacts the work of the school. The goals of the improvement plan become the focus of the work of the leadership team.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 5

The leadership team communicates the school improvement plan, action plans/next steps, assessment data, attendance data, discipline data, and other pertinent data to facilitate the focus of the team to ensure that student achievement is the core of its work.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data room with data displays✓ Planning for results notebooks✓ Data notebooks✓ Meeting minutes and agendas, etc.	Leadership team members understand, communicate, and apply the data to the school improvement process. All staff members understand how data is used to make decisions about curriculum, instruction and assessment.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 4: The school leadership team effectively demonstrates the principles and practices of distributed leadership as part of the process of shared governance.

Fully Operational 4.2

The School Leadership Team has developed and consistently uses a protocol for handling business, making decisions, and solving problems effectively and collaboratively related to all facets of student needs, staff productivity, and organizational performance.

Performance/Action 1

Norms and protocols are established with the leadership team to include, but are not limited to, meeting times/location, cell phone use, meeting routines and procedures, responsibilities, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ List of norms and protocols✓ Agendas and minutes from meeting(s) in which norms and protocols are established, etc.	Each member of the leadership team can explain the norms and protocols for leadership meetings.

Performance/Action 2

The school leadership team establishes a communication protocol for input **to** the leadership team from the staff and **from** the leadership team to the staff. The school leaders and staff use their shared beliefs, vision, and expectations to guide their decision making.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Surveys✓ Questionnaires✓ Meeting agendas and minutes, etc.	The school leaders describe how decisions are made through input from questionnaires, surveys, etc. and through the collaborative work of the staff. The school leaders articulate the results of questionnaires and how decisions were made using that input. They also can address how their personal beliefs and expectations are expressed in their vision for the school. Staff members can describe how they are able to provide input for decisions.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 3

The school leadership team encourages school-wide consistent protocols and practices that focus on student safety, student learning, and maximum, non-interrupted instructional time.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Posted procedures and routines✓ Teacher and student handbooks✓ Safety plan✓ Bell schedule, etc.	All staff can articulate how the school is managed including procedures for operations such as fire drills, hall traffic, transition times, inclement weather, substitute teacher acquisition, medicine distribution, arrivals/dismissals, intercom usage, etc.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Leadership Standard 4: The school leadership team effectively demonstrates the principles and practices of distributed leadership as part of the process of shared governance.

Fully Operational 4.3

The School Leadership Team is highly data-driven, acquiring, analyzing, and displaying useful and current data and data patterns to discern student achievement and organizational productivity issues that need to be addressed. This process ensures that the School Improvement Plan is fully operational and reinforces a sustained process of continuous improvement.

Performance/Action 1

The school leadership team works with teachers to look at the data (formative and summative), to establish student academic goals for all students, and plan safety nets for students requiring additional academic assistance. This occurs on a regular basis throughout the year. For example, teachers use and every two months provide the principal with a copy of class reports that indicate the students’ reading levels and the students’ progress toward meeting the standard/elements. The principal uses the class reports to monitor grade level and class progress, to identify students for safety nets, to determine funding, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data room✓ Data notebook✓ School improvement plan✓ Strategic intervention or safety net plan✓ Meeting agendas and minutes, etc.	School leaders can explain how to develop targets for all students within each of the content areas at the following levels: school, grade level, class, and individual. They know the status of each class. School leaders can explain the assessment system.

Performance/Action 2

The leadership team works with the staff and school community to create pyramids of interventions to eliminate barriers to the achievement of all learners and groups of learners.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Written pyramid of interventions✓ Student data (achievement scores, attendance, etc.)✓ Meeting agendas and minutes, etc.	The leadership team is keenly aware of barriers to student achievement and can articulate a clear action plan to address/eliminate these barriers to learning (Pyramid of Interventions).

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 3

The leadership team displays the school’s improvement plan, assessment data, attendance data, discipline data, and other pertinent communications to facilitate the focus of the team and to ensure that student achievement is core to its work.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data room with displays✓ Hallway displays, etc.	Leadership team members understand, communicate, and apply the data to the school improvement process. All staff members understand and can articulate how data is used to make decisions about curriculum, instruction and assessment.

Performance/Action 4

The leadership team consistently monitors the implementation of the school improvement plan by frequently revisiting the plan at leadership team meetings. The plan is updated as needed and action plans/next steps are developed to ensure that the plan is implemented effectively.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Leadership team meeting agendas and minutes✓ Monitoring and evaluation forms✓ Implementation steps/short term action plans/next steps, etc.	Leadership team members can explain how the school improvement plan impacts the work of the school. The goals of the improvement plan become the focus of the work of the leadership team.

Performance/Action 5

The leadership team collects and analyzes school data. Trends in strengths and weaknesses are noted, as well as identifying the needs of specific subgroups (i.e. students with disabilities, English language learners, specific ethnic groups, gender, economically disadvantaged, etc.).

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data analysis results✓ Identified needs of all students✓ Analysis of subgroup data, etc.	The principal and leadership team can describe the data analysis process. They can also identify needs for all students including any subgroups.

Leadership Strand

The governance process through which individuals and groups influence the behavior of others so that they work collaboratively to achieve common goals and promote organizational effectiveness.

Performance/Action 6

The leadership team uses the data analysis results in Performance/Action Step 1 as they review the current curriculum to discover gaps in the identified areas of need. Using current research on effective teaching strategies, the staff carefully selects supplemental materials and teaching strategies to address the identified areas of current weakness, as well as current and future professional learning needs.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data results identifying gaps✓ Results of curriculum review process✓ Copies of research materials utilized in process✓ Selected strategies and materials list, etc.	The principal is aware of the results of the curriculum review and can articulate the process used to research and select materials and effective teaching strategies to address current and future needs of the students.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

School Culture Standard 1: The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.

Fully Operational 1.1

The overall school culture consistently provides support (e.g., counseling, academic advisements, transitional experiences) to enhance the academic achievement of all learners in a diverse student population, ensuring that their individual needs and strengths are addressed to prepare them for success with the GPS, post-secondary education, and the world of work.

Performance/Action 1

The school leadership team works with teachers to look at student data (formative and summative), to set student academic goals for all students, and plan safety nets for students requiring additional academic assistance. This occurs on a regular basis throughout the year. For example, every two months, teachers provide the principal with a copy of class reports that indicate students' progress toward meeting the standards/elements. The principal uses the class reports to monitor grade level and class progress, identify students for safety nets, determine funding, identify professional learning needs, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Data room✓ Data notebook✓ Strategic intervention or safety net plan✓ Meeting agendas and minutes, etc.	School leaders know the status of each class and are able to describe the support structures and systems that have been put in place to ensure that all students meet or exceed standards.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Performance/Action 2

Teachers and administrators hold all students to the same standards, but provide support through differentiated instruction. Systems of support or pyramids of interventions are established to meet student learning needs.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Analyzed student work✓ Teacher commentary✓ Plans✓ Student learning group assignments✓ Student goals documentation, etc.	Students can explain how they are held accountable for the same standards as other students. If they are experiencing difficulty with a standard they can explain where to obtain additional assistance. They can also describe their goals toward meeting or exceeding the standards.

Performance/Action 3

School administrators, counselors, graduation coaches, and teachers collaborate to develop, plan, and implement a 6-12 advisory program in which a trained Caring Adult in the Building (CAB) serves to provide both academic and career advisement to students and their families.

(See Appendix School Culture 1.1 A-D for tools to develop advisory programs and Appendix School Culture 1.1 E for information regarding what school leaders should know about successful advisory programs.)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Agendas and minutes✓ Advisory curriculum✓ School handbook or other advisory publications✓ Observations of advisory activities and events✓ Student and teacher surveys, etc.	Students can describe how advisory activities and relationships have supported their own academic and career planning.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Performance/Action 4

The students know that they are responsible for learning the QCC/GPS. They also understand their strengths and weaknesses, and how to improve. Teachers support students in assuming responsibility for their own learning through conferencing, commentary, and goal setting practices.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Posted standards and elements✓ Goal documentation✓ Analyzed student work with commentary✓ Conferencing notebook, etc.	The students can articulate their strengths and weaknesses as related to the standards. They can describe their goals toward meeting or exceeding the standards. Students can explain where to go to get additional help.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

School Culture Standard 1: The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.

Fully Operational 1.2

The overall school culture consistently supports and enhances the social growth and development of all learners, ensuring that they acquire the ability to interact positively and effectively with diverse peers and adults within the school and in the world beyond the school environment.

Performance/Action 1

Students have the opportunity to develop personal, organizational, and leadership skills through interaction in a wide variety of student organizations.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Student group rosters✓ Student council membership roster✓ Agendas and minutes from group meetings✓ Products from group meetings, etc.	Students can describe how participating in a variety of organizations (student council, math club, language honor society, etc.) has developed their leadership skills.

Performance/Action 2

The school celebrates and acknowledges individual, small group, and organizational accomplishments within a positive learning community.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Announcements✓ Flyers✓ Newsletter articles✓ Notes home to parents✓ Surveys, etc.	Staff and students express a feeling of satisfaction with the recognition of organizational accomplishments and are positive about the school culture and climate.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

School Culture Standard 1: The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.

Fully Operational 1.3

The overall school culture consistently supports and enhances the emotional growth and development of all learners, ensuring that they acquire the ability to understand their own motivation, monitor and evaluate their emotions and emotional responses, and access support and intervention when emotional issues and problems arise in their lives.

Performance/ Action 1

The school offers a variety of services that meet student needs. These services may include, but are not limited to counseling services, career planning, tutoring services, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Pamphlet of student services✓ School website listing all family and student services✓ Student and/or parent handbook, etc.	Stakeholders articulate the services and partnerships that are working closely with the school to meet student needs.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

School Culture Standard 1: The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.

Fully Operational 1.4

The overall school culture consistently supports and enhances the relational growth and development and sense of belonging of all learners in diverse student populations, including clear and consistent support and practices that reinforce positive and productive relationships and interactions via such interventions as the following: (a) caring adults who serve as mentors and role models; (b) ongoing advisement processes that address the whole child; (c) a variety of counseling, health, and social services resources that are easily accessible for all students; and (d) an overall climate that nurtures and sustains relationships that are positive, productive, and mature.

Performance/Action 1

A mentor program is established to address the needs of identified students. The school has established a “Caring Adult in the Building” or an Advisement program in which students meet with an adult in the school to discuss issues such as academic concerns, character education, career plans, family issues, etc. The mentor/advisor ensures that students have access to appropriate support and services to meet individual student needs.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Meeting logs✓ Mentor program design✓ Brochure of mentor program✓ Sign-in sheets✓ Journals, etc.	Mentors and students can describe the impact of the mentoring program. Students can explain where they can go if they need help.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

School Culture Standard 1: The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.

Fully Operational 1.5

The climate, culture, and practices of the school continually reinforce and support the professional growth of all adults and include effective and varied professional development opportunities (e.g., study groups, inquiry teams, action research, lesson study, peer review). All staff is committed to collaboration and shared inquiry and decision-making that promotes continuous professional growth to ensure student achievement and organizational productivity.

Performance/Action 1

A variety of professional learning opportunities are implemented...

- **Teacher Meetings:** Teacher leaders and coaches facilitate teacher meetings to analyze student work, develop a shared understanding of the standards, provide professional learning based on student data, etc.
- **Action Research:** Teachers and teacher leaders in the school actively participate in studying the implementation of specific practices and strategies based on student needs. Teachers monitor impact on student learning based on changes in adult behavior as a result of implementation of research-based strategies.
- **Modeling and Demonstration:** Teacher leaders model best practices for other teachers. Through reflection and peer conferencing, teachers improve practices and student achievement.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Agendas and minutes✓ Analyzed student work✓ Lesson and/or unit plans✓ Research, etc.	Teachers demonstrate a shared understanding of the standards and student work as evidenced by common assessment, unit/lesson plans, and analysis of student work. Students articulate that teachers model shared expectations and analysis of student work. Teachers can explain the varied professional learning opportunities available and the impact they have had on student achievement.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Performance/Action 2

Teachers exemplify professionalism by:

- Setting professional learning goals
- Being an active member of the professional learning community
- Exemplifying best practices daily in the classroom
- Keeping informed of current research
- Abiding by school policies and procedures such as attendance, dress code, communication, deadlines, etc.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Professional learning plan✓ Action plan✓ Professional library✓ Reading logs✓ School policies and procedures, etc.	Teachers can explain how their professional learning plan is aligned with the school’s plan. Teachers can articulate with confidence about what they are learning and how it is being applied in the classroom.

Performance/Action 3

Teachers approach new learning together. There is a process in place to develop the school’s professional learning plan which includes input from those who will be involved in the implementation. Professional learning is directly aligned to successfully implementing the standards.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ GPS alignment documents✓ Professional learning plan✓ Sign-in sheets✓ Agendas and minutes from meetings✓ Copy of the phase-in plan for GPS, etc.	Teachers can discuss their participation in professional learning opportunities and can describe how the new learning has been applied and what impact it has had on student learning.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

School Culture Standard 2: School rules, practices, and procedures foster a sense of community and belonging to ensure that staff and students maximize their capacity for teaching and learning.

Fully Operational 2.1

School rules, practices, and procedures reflect an active and sustained ability to confront and alleviate barriers to acceptance of individuals, inviting positive relationships and interactions among all members of the learning community.

Performance/Action 1

The school environment promotes acceptance of all learners. There is an active commitment to embrace differences and diversity and to discourage intolerance. School rules, policies, and procedures reflect acceptance of diverse learning styles, students with disabilities, and groups from various backgrounds. They also identify consequences for acts of hatred and intolerance.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School handbook✓ School mission and vision statement✓ Agendas and minutes, etc.	Stakeholders express a feeling of belonging and acceptance. Students work collaboratively with other students and are supportive and accepting to other learning styles. All stakeholders articulate that the school is a welcoming environment that encourages acceptance and tolerance.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

School Culture Standard 2: School rules, practices, and procedures foster a sense of community and belonging to ensure that staff and students maximize their capacity for teaching and learning.

Fully Operational 2.2

The learning community consistently celebrates and acknowledges the achievements and accomplishments of all members of that community.

Performance/Action 1

The principal and school staff model acceptance and respect for all and recognize individual efforts and accomplishments. There is a strong emphasis on effort-based learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Team assignments✓ Diversity committee✓ Celebrations✓ Announcements✓ Student recognition, etc.	The school staff can describe ways in which they model acceptance and respect and how they recognize and celebrate individual efforts and accomplishments.

Performance/Action 2

The school establishes opportunities for parents and community to support and celebrate student learning.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Sign-in sheets✓ Photographs✓ Volunteer logs, etc.	Parents participate with their children in a variety of educational activities designed to enrich student learning and help parents develop awareness of best practices.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Performance/Action 3

A culture of success is supported by high profile celebrations and recognitions that encourage academic progress and reinforce the focus on academics.

(See Appendix School Culture 2.2 A)

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ School and community newspaper articles✓ Daily school announcements✓ Awards night programs✓ Classroom and hallway displays (posters, plaques, banners, etc.)✓ Displays of academic work✓ During school academic events and performances, etc.	<p>Students discuss the different recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress for academic achievement.</p>

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

School Culture Standard 2: School rules, practices, and procedures foster a sense of community and belonging to ensure that staff and students maximize their capacity for teaching and learning.

Fully Operational 2.3

The school consistently fosters inclusion and celebrates diversity among all individuals and groups within the learning community.

Performance/Action 1

Inclusion is the model of choice when appropriate for individual student needs.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Inclusion schedule✓ IEPs✓ Teacher planning agendas and minutes✓ Master schedule, etc.	The faculty and staff can discuss how inclusion is implemented and utilized as a means of educating diverse learners.

Performance/Action 2

Diversity is celebrated through cultural immersion activities related to the social studies standards.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Planning committee minutes and agendas✓ Lesson plans✓ School newsletter✓ PTO/PTA programs, etc.	The students, staff, and community can express how cultural diversity is celebrated through the study of the social studies standards.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

School Culture Standard 2: School rules, practices, and procedures foster a sense of community and belonging to ensure that staff and students maximize their capacity for teaching and learning.

Fully Operational 2.4

The school consistently reinforces the self-governance and self-improvement of every student and staff member within the learning community. School decisions involve stakeholders and promote change and risk-taking through encouraging trust and openness.

Performance/Action 1

Administrators and teachers engage in frequent, meaningful dialog and discussion to build consensus on core beliefs such as student achievement, ability, efficacy, and effort that impact teaching and learning practices. Following are sample questions that generate critical discussions.

1. What if there were no grades or achievement test scores? How would we then measure and report student success in school? What criteria would we use?
2. What kinds of classroom practices tend to extinguish intrinsic motivation? What kinds of problems might you encounter if you tried to eliminate such practices'?
3. In what ways are students allowed and encouraged to become independent learners? What specific skills and attitudes does your school attempt to develop in students to facilitate their becoming continuous, lifelong learners?
4. What does it look and sound like in a classroom where teachers are trying to help their students develop initiative and responsibility?
5. What kinds of practices encourage student reflection and thoughtfulness during the course of a school day? How prevalent are these in your school?

(See Appendix School Culture 2.4 A for a suggested discussion process, Appendix School Culture 2.4 B for a self-assessment tool, Appendix School Culture 2.4 C for suggested readings and discussion protocol, and Appendix School Culture 2.4 D for a “Look-Fors” assessment tool.)

Artifacts:	Evidence:
✓ Agendas and minutes ✓ Action plans, etc.	Administration and teachers articulate common core beliefs concerning education. They also share high expectations of students.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Performance/Action 2

The principal and school administrators demonstrate a consistent and sustained commitment to engaging the input and involvement of students, teachers, parents, and community groups to ensure the achievement of all learners.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Written communication from school to stakeholders✓ Meeting agendas and minutes✓ Sign-in sheets✓ Surveys of teachers, parents, students and community✓ List of committee assignments✓ School improvement plan , etc.	All stakeholders can articulate how their involvement in the school contributes to the achievement of all learners.

Performance/Action 3

The principal has made clear what is meant by high expectations for all students and teachers. For example, students are expected to meet the standards by the end of the school year, therefore teachers are knowledgeable about the rollout of the Georgia Performance Standards and know the specific standards for their content area(s). Teachers are expected to have a plan for implementing the standards on a daily basis and monitoring student progress towards meeting the standards. The school leadership has a plan for the rollout and monitoring of the implementation of the Georgia Performance Standards.

Artifacts:	Evidence:
<ul style="list-style-type: none">✓ Standards and elements are posted✓ Teacher evaluations are linked to performance standards✓ Teachers have a copy of the rollout plan✓ Student and teacher portfolios, etc.	Students can explain what they need to know and do to meet the standards. All students are held accountable for the same standards. Time is the variable. Students are provided additional support when needed. Additionally, teachers know and can explain what is expected of them and where to get support if needed.

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

School Culture Appendix

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Appendix School Culture 1.1 A

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Key Dimension #1: Purpose

Successful advisory programs have a *clearly defined purpose or purposes* that all members of the faculty understand and support. There are many different purposes an advisory program can be designed to meet and therefore no two advisory programs will look exactly alike. Two specific purposes for advising students in Georgia schools, however, are to *have each student graduate* and to *have each student post-secondary study and/or workforce ready*. Individual schools must determine what their community values and which needs must be met within the community. Listed below are potential purposes of advisory programs, each of which helps drive the *personalization of a student's school experience*.

- To advise students about academic decisions and monitor academic achievement
- To guide students throughout the secondary school process, leading to graduation
- To prepare students for school and life transitions
- To foster communication between the home and school and among members of the school community
- To undertake community service both within and outside the school
- To promote character development and explore moral and social dilemmas
- To encourage supportive peer relationships and practice conflict resolution
- To promote an awareness of diversity and tolerance

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Activity I: Purpose - What’s Missing in Your School?

Participants: Middle School and High School Teachers or Selected Staff
 Facilitators: School Leader and/or Leadership Teams (MS and HS); Advisory Consultant
 Time: TBD
 Resources: School Data Profile

After examining school data, ask staff to respond to the question, “What is missing in your school?” Do you have a 100% **graduation rate**? Do ALL of your students **pass state assessments**? Do ALL of your students graduate with a **career concentration**? Think about the needs of students and of the school (academic needs, personal needs, career planning needs, etc.). Out of these needs should arise a mission and purpose for the school’s advisory program. This exercise is simply a first step and leadership teams should provide deeper, ongoing opportunities for staff to consider and clarify the purpose for an advisory program. Stress the critical need for a clearly defined purpose, the importance of staff buy-in and the creation of a sense of collective responsibility for the success of ALL students!

Next step: Work *collaboratively* to brainstorm and record the following information as a whole faculty, leadership team or professional learning group.

Program Purpose: Specific purposes your advisory program be designed to meet (worksheet)

Program Purpose	Priority Value - Essential, non-negotiable - Important, but negotiable - Experimental and negotiable	Addresses students’ needs in what ways? - All students? - Subgroups?	Reflects the needs of the community in what ways?

Finally, write a *statement of purpose* and create a framework for your advisory program. Refer to other parts of this document, GADOE resources, **Breaking Ranks II, **Breaking Ranks in the Middle**, and other potential resources.**

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Appendix School Culture 1.1 B

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Key Dimension #2: Organization

How an advisory program is structured has a significant impact on how personalized the advisory experience will be. Successful advisory programs organize themselves in ways that allow the stated purposes of the program to be met.

In organizing/re-organizing an advisory program, four interlinked areas should be considered: 1) people and size, 2) time and space, 3) professional development and support and 4) student ownership.

Activity II: Organization - Planning for Your Advisory Program (Carousel Brainstorming)

Participants: Middle School and High School Staff or Selected Staff
Facilitators: School Leader and/or Leadership Teams (MS and HS); Advisory Consultant
Time: TBD
Resources: School Information (all needed to answers questions below)

Divide leadership teams into four groups to consider the following questions related to the organizational structure of advisory programs: ***People and Size, Time and Space, Professional Development and Support, and Student Ownership***. Next, post four pieces of chart paper with the organizational structure headings. Next, write individual questions, clusters of questions or all questions from that area on each sheet and post them throughout the room. Explain to staff that they will have a brief time (90-120 seconds) to write down short answers to each question on the chart. Explain upfront that when time is called, each group will rotate to a new chart (***make the direction of rotation very clear***). After all groups have rotated through all charts, have participants cap their markers and do a gallery walk of the brainstorming results. As the discussion follows, appoint someone to organize and record all information.

People and Size

- How many advisees will each advisor have?
- Which adults in the school will serve as advisors? What characteristics should they possess?
- If some teachers do not serve as advisors, what supportive roles can they take on? Will any advisories be co-facilitated?
- By what criteria will the students be divided into advisory groups?
- By what criteria will individual students be paired with individual advisors?
- Will advisors and advisees be looped (paired for their tenure in the building)? What, if any, exceptions would there be to that rule?
- What will be the specific roles and responsibilities of advisors?
- How will parents be included and involved in the advisory process?
- How will business and community volunteers be included and involved in the advisory process?

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Time and Space

- How often will advisories meet (daily, weekly, monthly, etc.)?
- How long will advisory meetings be (brief check-ins, longer activity periods- ideally, both are needed)?
- Will there be time for individual meetings as well as group meetings?
- How will this time fit into the master schedule?
- Where will advisories meet?
- How will advisories be able to personalize their space?
- Will each advisory have its own space?

Professional Development and Support

- How do we create regularly scheduled time for advisors to meet with students (coordination with the academic calendar and time for training, curriculum development, sharing successes, having kids talk...)?
- In what types of configurations can advisors meet for training and support (clusters, teams, full faculty, pairs)?
- How will we identify the types of training and support advisors need (academic advising, how to communicate with parents, listening skills, knowing when to refer advisees to others, etc.)?
- How will the initial training be conducted and by whom?
- What resources will advisors need? ...will these resources be readily available?
- What additional, ongoing support will be provided after initial training?
- How will advisors be observed and assessed?

Student Ownership

- What role will students take in creating/overseeing the advisory program?
- How can advisories, in grades 6-12, serve as a vehicle for raising graduation rates?
- How can advisories, in grades 6-12, serve as a vehicle for raising student achievement?
- How can advisories, in grades 6-12, serve as a vehicle to facilitate more students pursuing post-secondary study?
- How can students in the upper-grade advisories mentor students in the lower-grade advisories?

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Appendix School Culture 1.1 C

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Key Dimension #3: Advisory Program Content

The content of any middle or high school advisory program will vary based on the purpose(s), on the goals to be achieved, on the nature of the school needs and programs and on individual advisors. Curricula may be organized around essential questions, themes, or age-appropriate desired skills and outcomes. It may be consistent across advisories or vary, slightly, based on an advisor’s knowledge of his/her advisees. Advisors may follow a scripted curriculum, pick and choose from an advisory handbook, or organize their own activities to personalize the advisory experience. ***A framework to standardize the topics that each grade level covers- 6 through 12- is necessary.*** Routines that both advisor and advisees count on to structure their experience together, also, are very important.

Activity III: Building A Framework and Content through Focus Groups

Participants: Middle School and High School Staff (Counselors, Teachers, Leadership)
Facilitators: School Leader and/or Leadership Teams (MS and HS); Advisory Consultant
Time: TBD
Resources: Web-based resources; On-site resources

Formulate faculty focus groups to refine the previous work of the school- articulated purpose, framework and brainstorming- as they research topics for program content and resources from which they may obtain these. There are many, quality pieces of curricular material out there for advising students and most are free! These can assist in beginning an advisory program.

- The Power of Advisories* - www.alliance.brown.edu/pubs/changing_systems/index.shtml
- Breaking Ranks II* - National Association of Secondary School Principals (2003) - www.nassp.org
- Breaking Ranks in the Middle* - National Association of Secondary School Principals (2006)- www.nassp.org
- Georgia Career Resources Network - www.georgiacrn.org
- Georgia Career Information Center - www.gcic.peachnet.edu
- Smart Choices - www.gcic.peachnet.edu/rd/brochure/index.html
- GACollege411 - www.gacollege411.org
- Southern Regional Education Board (SREB) - www.sreb.org
- America’s Career Resources Network- <http://www.acrnetwork.org>
- Ohio Career Development Program - www.ohiocareerdev.org/AdvisorSearchableManual.pdf
- Louisiana Department of Education - www.doe.state.la.us/lde/uploads/4879.pdf
- North Carolina Department of Public Instruction - www.ncpublicschools.org/curriculum/guidance/scos
- Career Clusters - www.careerclusters.org
- U.S. Bureau of Labor Statistics: Office of Occupational Statistics and Employment Projections - www.bls.gov/oco/home.htm
- Exploring Careers (Bureau of Labor Statistics) - www.bls.gov/k12/index.htm
- Occupational Information Network (O*NET-OnLine) - online.onetcenter.org

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Appendix School Culture 1.1 D

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Key Dimension #4: Assessment

Successful advisory programs are assessed at several levels to determine if the purposes of the program are being met, to determine if participants are meeting expectations, and to measure other advisory program-specific outcomes. These levels include: individual students/advisees; individual advisors; advisory groups as a whole; the overall advisory program; and the school and program leadership. The exact means of assessment will vary across schools as will the accountability mechanisms put in place. The rubric that follows (Rubric for Advisors, from Souhegan High School in Amherst, NH) is just one example of an assessment tool for advisory programs. Additional examples may be found at http://www.alliance.brown.edu/pubs/changing_systems/power_of_advisories/index.shtml.

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Rubric for Academic Advisors

4	3	2	1
I. Expectation: The advisor knows his/her advisee well.			
A. Individual student meetings:			
The advisor will hold individual meetings with each advisee, as needed, to address academic/career or social concerns. These will take place not only during advisement, but at other times, as needed. There will be, at least, six individual meetings, annually.	The advisor will hold a minimum of six individual meetings with each advisee per year. Those meetings will take place during advisory time and occur following distribution of progress reports or report cards.	The advisor will hold at least three individual meetings per year with advisee.	The advisor will hold fewer than three individual meetings per year with advisee.
B. Awareness of advisee academic status:			
The advisor will solicit input concerning advisees' academic status throughout the year on an as-needed basis. This will entail awareness of and interaction with all teachers/mentors who work with the advisee.	The advisor will be alert to information received from other teachers/mentors concerning advisees' academic status.	The advisor will rely solely on student self-reporting as the only indicator of the advisee academic status.	The advisor will be unaware of advisee academic status.
C. Awareness of advisee social status:			
The advisor will solicit input concerning advisees' social status throughout the year on an as-needed basis. This will entail awareness of and interaction with all teachers/mentors/coaches/administrators/etc. who work with the advisee.	The advisor will be alert to information received from other teachers/mentors/administrators/coaches concerning advisees' social status.	The advisor will rely solely on student self-reporting as the only indicator of the advisee social status.	The advisor will be unaware of advisee social status.
II. Expectation: The advisor will serve as a student advocate.			
The advisor will initiate opportunities to work with the student to resolve challenging situations with teachers/ administrators/ parents/coaches, etc. on an as-needed basis.	The advisor will work with the student to resolve challenging situations with teachers/administrators/parents/coaches, etc. in response to advisee requests.	The advisor will be aware of challenging situations that face advisees.	The advisor will be unaware of challenging situations that face advisees.
III. Expectation: The advisor will serve as the primary link between the school and the home on behalf of the student.			
The advisor will contact parents/guardians on an as-needed basis, and no fewer than three times per year per advisee. Methods of contact will include phone, letter, individual meetings, home visits, e-mail, etc.	The advisor will contact parents/guardians a minimum of three times per year per advisee.	The advisor will contact parents/guardians a minimum of two times per year per advisee.	The advisor will contact parents/guardians fewer than two times per year per advisee.
IV. Expectation: The advisor will demonstrate effective group discussion/ facilitation skills.			
The advisor will facilitate discussions that involve all group members. The advisor will model appropriate listening, questioning, and feedback/confrontation techniques. The advisor will promote advisee ownership of group "curriculum" to the maximum extent possible and appropriate. The advisor will help the group develop weekly/monthly calendars.	The advisor will facilitate group discussions. The advisor will promote advisee ownership of the group curriculum. The advisor will help the group develop weekly/ monthly calendars.	The advisor will hold daily group meetings.	The advisor will hold meetings when his/her schedule permits.
V. Expectation: The advisor will monitor advisee attendance daily			
The advisor will report attendance daily. The advisor will follow up on advisees who are absent frequently.	The advisor will report attendance daily.	The advisor will report attendance occasionally.	The advisor will not report attendance.

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Appendix School Culture 1.1 E

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Key Dimension #5: Leadership

Change agents and innovators must not only hold and articulate the vision for the change, but also, create conditions for hopefulness and positive energy to accompany the change.

Establishing a teacher-as-advisor program is a significant change for many schools. Successful advisory programs have strong leadership in which an individual or team within the school community is charged with designing, implementing, overseeing, supporting and assessing the program. Essential duties of the leadership are creating collective ownership among faculty members, ensuring that advisors have adequate training, resources and support and addressing potential barriers. Proactive leadership is vital to avoid or overcome common barriers to successful program implementation.

What School Leaders Should Know About Potential Barriers to Successful Advisory Programs:

...from professional literature

“Several barriers to advisories arise in the incipient phase of program planning. We call these conceptualization barriers. Essentially they are goal-setting, staff development, and job description issues that can become obstacles if not attended to carefully. They are encountered when (a) planners fail to identify or agree on the needs of the school community the program will address; (b) the staff have, or perceive themselves to have, inadequate skills to implement the program; or (c) insufficient consideration is given to how the advisory program will affect the advisor’s existing workload.... After the program moves past the conceptualization stage, another set of impediments may be encountered. These are implementation and maintenance barriers. They consist of inadequate resources in any of the following areas: planning, staff development, time in the school schedule for the program, interesting activities, or support for the advisory program among parents or other key stakeholders.” (Galassi, et al., 1998)

Cole (1992) identifies a different set of potential barriers:

- Insufficient planning time before beginning the program
- Inadequate preparation of advisors
- Incomplete development of topics and activities for the advisory program
- Too frequent or too infrequent meetings of advisory groups
- Lack of administrative and/or counselor support for the program

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Monitoring for Results



There are multiple tools available to measure each aspect of advisory programs. However, there are a few overarching measures that 6-12 clusters (high school and feeder middle school(s)) may use to measure the effectiveness of advisory programs. Successful advisories would be expected to produce:

- A yearly increase in the number of students who leave grade 8 ready for high school coursework (scoring at Performance Level 2 or Performance Level 3- meets or exceeds standards- on the 8th grade GCRCT)
- A yearly increase in the number of 9th grade students who pass all courses and/or matriculate after one year of high school to the 10th grade...leading to a pattern of matriculation that leads to high school graduation in four years
- A yearly increase in the number of students who take Advanced Placement courses
- A yearly increase in the number and frequency of students attending extra-help sessions
- A yearly increase in student performance in End-of-Course Tests
- A yearly increase in student performance on the Georgia High School Graduation Tests
- A yearly increase in student performance on other tests such as the PSAT/SAT and EXPLORE/PLAN/ACT
- A yearly increase in the number of students who graduate with a career and/or academic concentration (3-5 courses in a targeted area of study; may include internship or apprenticeship)
- A yearly increase in the number of students who receive postsecondary scholarships
- A yearly increase in the number of students who enroll in some form of postsecondary education
- A yearly decrease in the number of students requiring learning support at the postsecondary level
- A yearly decrease in the number of students who miss more than 10 days in an academic year

Successful Transitions - Relationships that take students to their next level of education

**No single intervention will produce significantly higher levels of achievement for all students.
It is the blend of factors that will ensure success for all.**

Action Steps and Strategies



Effective and comprehensive transition programs help build a sense of community, respond to the needs and concerns of the students, and provide systemic and systematic approaches to the transition process. Students need assistance to move successfully from elementary school to middle school, from middle school to high school and from high school to postsecondary education; however, the most difficult transition that students encounter may be from middle school to high school. Systems and strategies must be in place to prepare students to enter the 9th grade as highly motivated, confident, contributing and committed students with the skills and knowledge to succeed during their first year in high school.

Implementation of effective strategies and practices will help meet the specific needs of the learner, leading to less student anonymity and lower dropout rates. This transition section is designed to guide building leaders through the steps to recognize strategies and interventions that are proven to provide seamless, successful student transitions.

Systemic school-wide practices need to address the following issues during the process of planning and implementing strategies that help students move more successfully from one level to the next:

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1. Middle-to-high school transition efforts should begin well before the ninth grade year begins and should encompass a variety of strategies that go beyond ninth grade course scheduling. Students should have repeated exposure to high school expectations throughout the eighth grade year and the summer before ninth grade. Sample strategies include:

- Review of each individual 8th grader's 3-year achievement data (through advisement)
- Visits to the high school campus
- Small-group sessions with counselors
- High school teacher sessions with eighth graders
- Teacher shadowing and class exchanges (8th-to-9th and 9th-to-8th)
- Pen pals or e-mail buddies with successful high school students
- Summer sessions (school, camp, etc.) for rising 9th graders
- Passes/invitations to athletic/social events at high school (supervised)
- In-depth advisement process to plan a program of study

2. Regular, scheduled communication and conversation is essential among all the parties involved--high school staff, parents, students, and middle school staff. Sample strategies include:

- 8th grade parent night at high school
- High school newsletters to parents and/or students
- Content area vertical teaming
- Vertical conversations between 8th-9th grade teachers
- Parent transition advisory council
- Parent meetings and quarterly phone calls (school-to-home) throughout 8th and 9th grades

3. Anonymity is not an option; every school's plans should include ongoing, personal contact with every student throughout the ninth grade year. Sample strategies include:

- Advisory groups/homeroom classes with ongoing contact
- Meetings/conferences with individual students
- Use of agendas/weekly planners with follow-up procedures
- Quarterly or semester awards assemblies
- Goal setting related to academic and career preparation
- Specific extracurricular opportunities for freshman

4. Students identified as at risk of failure must be specifically targeted and prescriptive, proactive measures taken, whether for academic or behavioral reasons. Sample strategies include:

- Freshman Success or support class
- Individual meetings with teachers/teacher team
- Special "catch-up" classes in addition to standards-based classes
- Teacher/peer tutors
- Career development (to potentially build upon student strengths)
- Use of agendas/weekly planners with follow-up
- Improvement awards or incentives
- Summer institutes (before and after 9th grade) to reinforce/teach skills
- Reading/writing/numeracy across the curriculum
- Creative scheduling to meet student needs

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5. Teachers must use instructional strategies that get and keep students motivated and focused on learning; high expectations should be the norm for all students. Sample strategies include:

- Professional development on best practices and conditions- curriculum, instruction and assessment
- Establishment of structured Professional Learning Communities
- Common planning times
- Vertical and Interdisciplinary curriculum connections
- Consistent procedures and expectations
- Ongoing meetings to discuss and share instructional strategies
- Development of a portfolio system- key files kept on students, potentially by their advisors
- Positive adult-to-student relationships cultivated

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Appendix School Culture 2.2 A

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Activity I - Reflecting on Beliefs and Practices: A Culture of Success

Participants: Teachers and School Leaders
Facilitators: School Leader
Time: TBD
Resources: Handout "A Culture of Success Rubric"

Print and have each teacher write answers to the questions below. After all have had sufficient time to complete the questions, give them approximately one minute to share their response(s) to Question #1 with someone outside their department/grade level. After each has had one minute to talk about Question #1, have them rotate to another person to discuss question #2, again for one minute. This rotation should continue until staff have answered and discussed all six questions. By the way, there is no "magic" to the questions; you may choose to design your own. The "magic" is found in the process of discussing ideas that drive your school with a design that allows for ALL teachers to have a voice. Someone should facilitate the discussion about the prevailing thoughts which are expressed. After a few minutes of sharing, ask each person to reflect, in writing, on what they learned during the sharing session.

A Culture of Success "Rubric"

1. Do we, as a school, celebrate our academic success? If so, how?
2. How would we describe our school to a friend or colleague in terms of academic achievement?
3. Do we, as a faculty, communicate a quality standard that ALL students must meet before work is accepted?
4. Have the teachers complete this writing stem: "I believe my job as a teacher is to ..."
5. Are there rituals and/or ceremonies where we honor student achievement? If so, are we satisfied that the recognition level is appropriate?
6. What symbols are prominently displayed in our building that recognize and/or encourage academic achievement?

The materials on the following pages are adapted from the Southern Regional Educational Board (SREB) Leadership Module "*Creating A High Performance Learning Culture*" (participants guide).

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Appendix School Culture 2.4 A

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Activity II - Reflecting on Beliefs and Practices: Interview Design - A Powerful Tool

Participants:	Teachers and School Leaders
Facilitators:	School Leader
Time:	TBD
Resources:	chart paper, markers, list of “interview” questions (extra space for activity)

Interview Design is a process in which all participants ask questions, answer questions, and analyze responses. Its purpose is to:

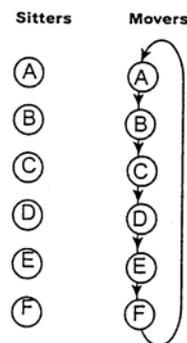
- quickly generate and analyze data from a large group of participants on a number of questions, and
- balance and increase participant involvement in: 1) collecting information, 2) analyzing data, and 3) reporting conclusions.

Time required. The process can be completed in 1 to 2 hours, depending on the size of the group and the number of questions used.

Room arrangements. For the interview, chairs should be arranged in lines facing one another. The length of the lines should match the number of questions to be posed. (For example, when using four questions, make each line four chairs long.)

For the analysis, chairs should be arranged around tables (one for each question) to accommodate the size of each analysis group.

Seating Arrangement for Interview Design



Materials. For the interview, each participant needs a pen or pencil, a copy of the appropriate question, and a surface on which to write. For the analysis, each group needs chart paper and markers.

Rationale. Interview Design is a powerful way for a group to generate and analyze information on a limited number of key questions. Interview Design promotes the following:

- **Active involvement.** No one can simply sit back and listen.
- **Participant equality.** All answers are recorded anonymously so each person's opinions are given equal consideration regardless of his or her role or position in the organization.
- **Candor.** When people talk in pairs, they tend to be more open and honest.
- **Informality.** The process helps people to get to know one another around a substantive exchange.

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Rationale continued:

- **Objectivity.** Interviewers do not argue or give their own opinions; they ask questions only for clarification.
- **Involvement in analysis.** Instead of outside experts analyzing data, participants experience the difficulty of consolidating the data to a few key points. Participants learn about diversity and similarity of viewpoints in the large group.
- **Excitement and energy.** As the interview phase progresses, the noise level increases because participants tend to become more comfortable and engaged.

Description of the Process. Develop the questions. Questions must be developed beforehand, once the specific content is identified. Good interview design questions require careful crafting. It is helpful to ask respondents for a specific number of ideas. Questions can also direct them to organize their responses into useful categories. Prepare 4 to 10 questions, depending on the number of participants and the time available for this activity. Have extra questions prepared in case the size of the group changes. (See sample questions at the end of these directions.)

Prepare interview sheets. Label each question (A, B, C, D, etc.) and type each question on a separate sheet of paper. Include these directions to the interviewer and duplicate as many sets of questions as there will be interview lines.

Directions: Using this question, interview the person across from you. Record the responses in the space under the question and on the back of the page. You will interview several people, one at a time. Record each individual's response even if it is the same as someone else's. Record each respondent's ideas, not your interpretation. Reread the question to the person you're interviewing as needed.

Arrange the room. Before participants arrive, arrange chairs in facing rows so that participants will face one another in pairs. Rows should be arranged according to the numbers of questions and people. For example, sixteen participants might be arranged in four lines of four (four questions) or two lines of eight (eight questions). One should diagram possible arrangements prior to the workshop or meeting.

There are several options if the group size does not conveniently match the number of questions.

- a) Have an extra question in one set of rows. This pair will have only two members in its analysis group.
- b) Pull a chair up at the end of the non-moving lines (see Figure 1). Now two people work as a team to ask and answer questions. This works especially well as a technique to incorporate latecomers.
- c) Use different questions in the rows. For example, suppose there were seven questions (none of which could be deleted without hurting the data collection) and 40 participants. Set up four sets of rows, five chairs long. In one set of rows, use questions 1-5; in another set, use questions 2-6; in a third, use 3-7; and in a fourth, use 1, 2, 3, 6, and 7. One analysis group will have eight members; some will have six members; all will have at least four.

It is important to have the full group there on time. You might begin with some other short activity-such as workshop goal-setting to wait until all arrive. This is a powerful technique because once under way (people cannot duck out without leaving a visible gap in the interview chain).

To conserve time and eliminate confusion, distribute the questions after the chairs are arranged but before the participants move into the chairs. Remind people to leave the questions in the chair in which they are found until they receive further directions.

Conduct the interview phase. After people have moved into their chairs, allow time for them to read the directions and their assigned questions. Repeat the instructions at the top of each question, stressing that their role while interviewing is to listen for comprehension. They should record everything that is said to them and not ask questions except for clarification. Remind them to record everything that is said even if remarks duplicate something said earlier. People are now ready to begin interviewing. The diagram and following description give an idea of the progression of the interview process:

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Select one row in each set of rows and ask people in these selected rows to begin by posing their question to the person they are facing. Remind them to record the responses carefully. After three to five minutes, call time. Announce that it is now time for the respondents to become interviewers. Note that the interviewer and respondent have the same question, which means the interviewer will now respond to the same question he just asked. This allows each to get comfortable with their question and with the interview process. (Allow somewhat more time during this first round of interviewing.)

Designate one of the rows the "movers" and the facing row the "sitters." (It is helpful if the movers have plenty of space to move; sitters can have their backs against the wall, but movers need room to get in and out of chairs.) In the movers' row, everyone should move one seat to the left, and the person at the far left of the movers' row should walk around to the other end of the row (see Figure 2). After both people facing each other have asked and answered their questions, it is again time to move. Continue in this manner until everyone has responded to all the questions.

Conduct the analysis phase. After the interviewing, all those individuals who were asking the same question assemble and compare their responses. Without overly emphasizing their own views, they should try to identify the major themes. If the question asks for three or four ideas, they should strive to identify the top six rather than listing all responses. This keeps the reports brief. The work sheets can be collected for further analysis by workshop staff for those ideas that are insightful but were not mentioned by others. After the analysis, each group should write its question on the top of a flip chart and the responses below. This phase takes from 10 to 20 minutes depending on the size of the groups.

An alternate method of summarizing data: Ask people to move one last time (to meet with their original questioning partners). As a pair, they review the responses they obtained and prepare a summary that captures the most frequent responses. After 5 to 10 minutes, ask these pairs to meet with other pairs who had the same question. As a group, they compare their summaries and make a consolidated list of frequent responses. In the interest of time, the facilitator may want to limit the number who will report out to the entire group. Each question/analysis group should summarize its responses on chart paper.

Conduct the reporting phase. Each group should report briefly, perhaps for two or three minutes. Questions can be held until the end or taken after each report. The charts can be typed and distributed as a quick record of the key points.

Sample Interview Design Questions:

1. What if there were no grades or achievement test scores? How would we then measure and report student success in school? What criteria would we use?
2. What kinds of classroom practices tend to extinguish intrinsic motivation? What kinds of problems might you encounter if you tried to eliminate such practices'?
3. In what ways are students allowed and encouraged to become independent learners? What specific skills and attitudes does your school attempt to develop in students to facilitate their becoming continuous, lifelong learners?
4. What does it look and sound like in a classroom where teachers are trying to help their students develop initiative and responsibility?
5. What kinds of practices encourage student reflection and thoughtfulness during the course of a school day? How prevalent are these in your school?

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Appendix School Culture 2.4 B

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

Activity III - Reflecting on Beliefs and Practices: Self Assessment - Clarifying What I Believe

Participants: Teachers and school leaders
 Facilitators: School Leader
 Time: TBD
 Resources: Handout “Clarifying What I believe”

Following are statements related to each of three areas of beliefs. Read through each statement and circle the number that best answers the question ***Do I believe this is essential?*** (Rate from 1 to 5, with 5 = essential for learner success, and 1 = not at all important.) Later, with your own school in mind, circle the number that best answers the question ***‘Do I believe this is practiced in our school?’*** (Rate from 1 to 5, with 5 = clearly present in this school; 1 = not present at all.) Ask the faculty to submit their unsigned forms to the school improvement team so that they can be compiled for a discussion. This activity will give the school a chance to recognize the gap which exists between what the individual teachers believe versus what they think the school, as a whole practices.

Extent to which I believe this is essential for learner success	Statements Related to “Ability and Achievement”	Extent to which this is practiced in our school
▼ Circle one ▼		▼ Circle one ▼
5 4 3 2 1	A. All students are held accountable to high standards, i.e., there are high expectations for all students.	5 4 3 2 1
5 4 3 2 1	B. Academic standards and expectations are clearly stated and communicated to faculty, students, and parents.	5 4 3 2 1
5 4 3 2 1	C. Faculty and staff believe that all students can learn regardless of socioeconomic level or ethnic, racial, or cultural background.	5 4 3 2 1
5 4 3 2 1	D. No one—not teachers, students, parents, nor administrators—offers excuses for student failure.	5 4 3 2 1
5 4 3 2 1	E. Resources and support (e.g., computer-assisted practice, after-school tutoring) are available as support to students who need extra assistance in meeting standards.	5 4 3 2 1

Extent to which I believe this is essential for learner success	Statements Related to “Efficacy and Effort”	Extent to which this is practiced in our school
▼ Circle one ▼		▼ Circle one ▼
5 4 3 2 1	A. Administrators, faculty, and staff believe in the power of good teaching. They believe that good teaching makes the biggest difference in student success.	5 4 3 2 1
5 4 3 2 1	B. Individual teachers throughout the school believe that they can personally make a difference in student achievement.	5 4 3 2 1
5 4 3 2 1	C. Students believe that hard work pays off; that their learning and achievement will reflect the effort they expend.	5 4 3 2 1
5 4 3 2 1	D. All students in the school know how to set goals for their own learning. Teachers provide them with feedback and help them assess their progress toward their goals.	5 4 3 2 1
5 4 3 2 1	E. Parents believe that the time and effort their children invest in studying are related to achievement as reflected by test scores, report card grades, and other measures.	5 4 3 2 1

Extent to which I believe this is essential for learner success	Statements Related to “Power and Control”	Extent to which this is practiced in our school
▼ Circle one ▼		▼ Circle one ▼
5 4 3 2 1	A. Members of the faculty and staff have the power to make decisions about matters that affect student learning. They also have the power to act when needed to improve the school for student and adult learning.	5 4 3 2 1
5 4 3 2 1	B. Working together, faculty and staff focus on a limited number of shared goals for student achievement. They use data to monitor student progress toward those goals.	5 4 3 2 1
5 4 3 2 1	C. Teachers collaborate to improve instruction for all students—sharing strategies that work, mentoring, coaching, and engaging in collaborative problem solving.	5 4 3 2 1
5 4 3 2 1	D. Faculty and staff accept responsibility for leadership, both in their classroom and in the school at large.	5 4 3 2 1

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Appendix School Culture 2.4 C

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

The materials on the following pages are adapted from the Southern Regional Educational Board (SREB) Leadership Module “*Creating A High Performance Learning Culture*” (participants guide).

Activity IV - Reflecting on Beliefs and Practices: The Final Word

Participants:	Teachers and school leaders
Facilitators:	School Leader
Time:	TBD
Resources:	Handout “The Final Word #1 & #2”

Directions and Readings for *The Final Word*

An activity that combines reflection, cooperative learning, and collaborative discussion

Individually read the two articles attached. As you read, identify three ideas or concepts that you find particularly interesting or challenging. Mark each idea in the article so that you can easily find it again. In your group, select a timekeeper, a facilitator, and a person to begin. The timekeeper will need a stopwatch or second hand in order to keep time carefully. The facilitator’s role is to make sure the process is followed as outlined below.

Beginning speaker. One person in the group will begin the process by selecting one of the ideas that he or she found of interest and directing others in the group to the place in the article where the idea is referenced. For up to three minutes, this first speaker talks about this idea. *Others in the group listen without talking.* When the first person is finished (or when time is called, whichever happens first) the person to the left has one minute to talk about this same idea—building on ideas proposed by the first speaker. In turn, around the table, each member of the group will speak for up to one minute on the same topic. *Others in the group listen as each member speaks.* When all have had a chance to speak, the original speaker has one more minute to speak; to give “the final word.”

Second speaker. A second person selects a different idea, directs other group members to the place in the article where the idea is referenced, and (following the process above) talks about this idea for up to three minutes. Others listen, and then, in turn, respond for one minute. The second person has a minute for “the final word.” Continue around the group until all have had the opportunity to talk about one of the ideas they gleaned from the article.

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Reading #1 for *The Final Word*

Ability and Achievement: Research About Teacher Beliefs and Student Performance

The following is an excerpt from *Effort and Excellence in Urban Classrooms* by Dick Corbett, Bruce Wilson, and Belinda Williams (*Effort and excellence in urban classrooms*. New York: Teachers College Press, 2002). This book reports the results of the authors' three-year research study in which they examined the relationships between teachers' beliefs about ability, classroom methodology, and student achievement. The authors found the following to be true of teachers who believe that all children can learn and that it's their job to assure that they do so: (1) their approach to teaching and learning is markedly different from that of their colleagues, and, (2) students in their classes achieve at higher than expected levels. In the selection below, the authors argue that teacher beliefs about student achievement are fundamental to closing the much-publicized achievement gap.

[An] belief in educators' responsibility to ensure student success must be the underpinning for any strategy to close the [achievement] gap. Otherwise, someone will deem a child as unreachable and, thus, establish limits for what a school can do. At this point, then "Most children can succeed" replaces "All children can succeed," thereby, allowing excuses to serve as justifications for failure.

What we see in the four teachers' classrooms and in the two schools really was a celebration of students' strengths rather than weaknesses, an acknowledgement of what students could do rather than what they could not do. . . . [That] many teachers, even those who say all children can succeed, do not act on students' strengths is fundamentally grounded in the teachers' lodging the responsibility for making sure that such strengths are developed with students and parents rather than themselves. The students who appeared to be the most successful in overcoming previously poor records in school had teachers and attended schools that were willing to take on the mantle of responsibility when no one else would.

The important message that needs to be emphasized—and not lost among all the details—is that becoming a school [where all children are succeeding] requires a fundamental shift in beliefs. The shift will not happen just by finding a set of promising classroom practices and giving teachers the training to use those practices. Instead, it will require a significant investment of time and money to examine teachers' beliefs about students, learning, and instruction; build a commitment to an agreed upon set of valued beliefs; and establish a set of structures and processes that consistently reinforce those beliefs with actions in the classroom. All of this will require a long-term commitment to change. (pages 148-149)

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Reading #2 for *The Final Word*

Ability and Achievement: Research About Teacher Beliefs and Student Performance

In *Teaching to Change the World*, Jeannie Oakes and Martin Lipton (Boston: McGraw-Hill College, 1999) examine teacher practices that inhibit the achievement of all students. Among the factors they identify are narrow teacher expectations that constrain student confidence, which they discuss below.

When teachers teach as if they expect few differences among students, the inevitable differences that do exist become transformed into problems. It is not that teachers are surprised by student differences and therefore unprepared—it does not take too much experience to be able to anticipate the range of attitudes, language, and prior experiences one is likely to find in a community's schools. No, when teachers teach as if there are few differences, they do so because that is the way that they, the school, and school traditions decide is the correct way to teach. And if teaching is correct, but students do not respond well to it, then what is the problem? It must be the attitudes, language, prior experience, and other student characteristics that do not match the narrow range of the school and teacher's expectations.

Transmission Teaching Allows Few Differences. Traditional pedagogy makes students acutely aware of how their personal characteristics are problems for themselves and for their teachers. Conventional transmission approaches call for lessons that assume that all students should learn the same things in the same way at the same time. Teachers give everyone the same homework and assess what students have learned with the same test, on the same day. The unidimensionality virtually guarantees that many children won't match up with the limited opportunities to develop or display competence in a way that the teacher or classmates are prepared to value. Those students who do not find a success opportunity disrupt the flow of instruction, and the teachers must stop and try to modify instruction (perhaps grudgingly) to accommodate their 'difference' or simply move on without them. Combined, the one-dimensional lessons and treating differences as problems, make student differences conspicuous and troublesome. This virtually guarantees that both the teacher and class will lose confidence in at least some students' capacity or willingness to learn. (pp. 197-198)

School Culture Strand

The norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

Appendix School Culture 2.4 D

The following activity is taken from the 2006 publication of the *Graduation Counts! Guide*.

The materials on this page are adapted from the Southern Regional Educational Board (SREB) Leadership Module “*Creating A High Performance Learning Culture*” (participants guide).

Addressing the brutal truth with “Look-Fors”

Listed below are fourteen sets of adjectives that can help a school begin conversation about the differences between a “Top-Notch” Culture versus a “Toxic” Culture. Ask the faculty to anonymously rate each set of adjectives on the continuum below (10=Most Top-Notch Culture; 1=Most Toxic Culture). After they have done this tally the results and determine the adjective sets that are most prevalent, both Top Notch and Toxic. Faculty could follow-up by using “The Final Word” (Activity IV) to discuss the adjective sets they would like to become the “new culture” of the school.

“Look-Fors” Related to School Culture											
A Top-Notch Culture is:	Caring and supportive of others					Apathetic & self-protective					A Toxic Culture is:
	10	9	8	7	6	5	4	3	2	1	
	Cohesive					Fragmented					
	10	9	8	7	6	5	4	3	2	1	
	Collaborative					Independent or competitive					
	10	9	8	7	6	5	4	3	2	1	
	Diverse					Homogeneous; conforming					
	10	9	8	7	6	5	4	3	2	1	
	Efficacious; “can-do”					Helpless; dependent					
	10	9	8	7	6	5	4	3	2	1	
	Energetic					Lethargic					
	10	9	8	7	6	5	4	3	2	1	
	Democratic; egalitarian					Elitist					
	10	9	8	7	6	5	4	3	2	1	
Focused on student & adult learning					Focused on schooling						
10	9	8	7	6	5	4	3	2	1		
Focused on excellence; high expectations					Focused on “getting by”						
10	9	8	7	6	5	4	3	2	1		
Hopeful; optimistic					Hopeless; despairing						
10	9	8	7	6	5	4	3	2	1		
Innovative					Satisfied with status quo						
10	9	8	7	6	5	4	3	2	1		
Interdependent					Isolated						
10	9	8	7	6	5	4	3	2	1		
Respectful					Disrespectful						
10	9	8	7	6	5	4	3	2	1		
Trusting					Cautious; suspicious						
10	9	8	7	6	5	4	3	2	1		

The adult culture of a school is resistant to change...
 This is why school improvement - from within or from without - is usually so futile.
 Yet, unless teachers and administrators act to change the culture of a school, all innovations will have to fit in and around existing elements of culture.

Barth, “The Culture Builder”, *Educational Leadership* 5 (8), p.8

High Impact Practices Rubrics

1. Leadership Teams
2. Data-Driven Decision Making
3. Plans with Action and Measurable Goals
4. Standards-Based Classrooms
5. Pyramid of Interventions
6. Professional Learning

High Impact Practice Implementation Rubric: Leadership Teams

Leadership Teams				
Concept	Not Addressed	Emergent	Operational	Fully Operational
<i>Represents the school stakeholders</i>	No Leadership team exists or it is composed only of a limited number of administrators and/or instructional staff	Although a Leadership Team exists, it does not reflect representation of the school stakeholders	A Leadership team exists that is representative of some of the school community	The Leadership team is fully representative of all the school community
<i>Meets regularly</i>	Doesn't meet at all	Meets irregularly	Meets with some regularity	Meets regularly (once or twice a month)
<i>Ensures continuous progress with student achievement</i>	Topics relate to management only	Discussions focus on issues and concerns in random fashion with principal fielding these and attempting to address them.	Some of the time is spent on problem solving and decision-making to enhance staff and student achievement.	All of the time is spent on problem solving and decision-making to enhance staff and student achievement.
<i>Uses a protocol and collaborative decision-making</i>	No clear protocol for conducting business or collaborative decision-making	Centrally controlled and directed with minimal evidence of collaborative decision-making	The Leadership Team has articulated a direction and protocols for shared decision-making and problem-solving related to student needs, staff productivity issues and organizational performance but these processes need to be more effectively implemented and sustained, filtering decisions up and down the protocol	The Leadership Team consistently uses a protocol for handling business, making decisions and solving problems effectively and collaboratively related student achievement, staff productivity and organizational performance. (use of next steps and short term action plans.

Concept	Not Addressed	Emergent	Operational	Fully Operational
<i>Is data-driven</i>	There is little or no evidence of using data to guide and inform the decision-making and problem-solving processes as contained within the school improvement plan	The School Leadership Team gathers some data, but it tends to be summative and not necessarily related to or impacting the School Improvement Plan.	The School Leadership Team gathers and analyzes data to ensure the implementation and impact of the Schools Improvement Plan, but greater emphasis should be given to the use of diagnostic, process and formative assessment data in addition to summative data.	The School Leadership Team is highly data-driven, acquiring, analyzing, and displaying useful and current data and relevant data patterns to discern student achievement and organizational productivity issues having a direct impact on needs to be addressed.
<i>Ensures process of continuous improvement</i>	There is no systematic process for continuous improvement	Improvement processes exist but are random and not coordinated and planned	Improvement processes are targeting issues within the School Improvement Plan but need to be more formalized, deliberate and systematic.	The school improvement processes ensure direct impact on student achievement and organizational and instructional effectiveness, a fully operational School Improvement Plan and a sustained process of continuous improvement that includes the monitoring of implementation and impact of interventions.

High Impact Practice Implementation Rubric: Data-Driven Decision Making

Data-Driven Decision Making				
Concept	Not Addressed	Emergent	Operational	Fully Operational
<i>Collection</i>	<ul style="list-style-type: none"> • Data are not collected in a systematic manner 	<ul style="list-style-type: none"> • Limited data are collected • State and district data (e.g. annual standardized tests, summative assessments) are primary sources • Data are not organized for continual use • Data are not displayed for quick reference 	<ul style="list-style-type: none"> • Data are collected from a variety of sources • In addition to state and district data, school and classroom data (e.g. formative assessments, benchmarks, locally developed) are primary sources • Data are organized for use at the classroom and school level • Data room exists and is used by some faculty 	<ul style="list-style-type: none"> • Data are collected from a variety of sources • State, district, school, department and teacher are primary sources • Data are organized for continual use in the daily work of classrooms and school by most of the faculty • Data are organized and used in school improvement activities by most of the faculty • When needed data are not available, strategies to collect new information are implemented
<i>Access</i>	<ul style="list-style-type: none"> • System does not provide data to local school • Data are reviewed by principal only 	<ul style="list-style-type: none"> • Data remains with system level personnel and school level personnel have limited access • Data are reviewed by small, select group such as administrative team • Data/findings are kept private to most stakeholders 	<ul style="list-style-type: none"> • Data are reviewed and analyzed by administration, leadership team, and individual teachers • Some data are organized for reference and daily use • Findings are shared with small and large groups 	<ul style="list-style-type: none"> • Data are public and available for all stakeholders to review. • Specific processes are in place to ensure that pertinent data are available to appropriate groups • Data and findings are organized and displayed for quick reference and daily use (data room, data notebooks, etc.)

Concept	Not Addressed	Emergent	Operational	Fully Operational
<i>Analysis</i>	<ul style="list-style-type: none"> No analysis of student achievement data is evident. 	<ul style="list-style-type: none"> Some available data are analyzed General analysis of student achievement data General analysis of perception and survey data Analysis is done by one or two people 	<ul style="list-style-type: none"> Most available data are analyzed Analysis is done by working groups within the school Analysis is disaggregated A general summary of data is created that is useful and accurate in taking action Multiple data sources are used 	<ul style="list-style-type: none"> All pertinent data are analyzed All key stakeholders are involved in analyzing pertinent data Analysis includes disaggregation of data into appropriate subgroups A comprehensive summary is developed for easy reference Longitudinal data, when available, is used to determine trends and patterns for cohort groups All findings are public Analyzed data drives the development of the School Improvement Plan
<i>Action</i>	<ul style="list-style-type: none"> No action is taken as a result of data analysis 	<ul style="list-style-type: none"> Random actions are taken based on specific pieces of data Actions are not linked to data/findings 	<ul style="list-style-type: none"> Action plans (School Improvement Plan) are developed and implemented based on analyzed data. Action plan (School Improvement Plan) initiatives and processes are shared with some stakeholders Action Plan (School Improvement Plan) is segmented for successful implementation Activities and actions are based on the Action Plan (School Improvement Plan) 	<ul style="list-style-type: none"> A comprehensive action plan is developed, implemented and monitored based on analyzed data. The action plan is known and understood by all stakeholders The action plan is reflected in the daily work of the school There is a preponderance of evidence throughout the school of the understanding and implementation of the Action Plan (School Improvement Plan)

High Impact Practice Implementation Rubric: Developing Plans with Action and Measurable Goals

Developing Plans with Action and Measurable Goals				
Concept	Not Addressed	Emergent	Operational	Fully Operational
<i>Existence of a School Improvement Plan</i>	There is no written plan, the plan is not current or multiple plans compete and are not addressing gaps in performance.	A School Improvement Plan may exist, but it is not current and data-driven.	A current, data driven School Improvement Plan exists.	A current, data driven and consensus-driven School Improvement Plan exists.
<i>Continuous improvement process guides plan development</i>	There is no evidence of a process for continuous improvement informing plan development.	The continuous improvement process exists but may only involve a limited number of staff with little or no evidence of consensus-building or evidence of the plan helping staff to achieve goals.	There is a process for continuous improvement guiding plan development, but there is some evidence that the process is not entirely consensus driven.	A data -driven, collaborative and consensus oriented process for continuous improvement guides and informs the development and implementation for a current School Improvement Plan. This plan is communicated and embraced by all stakeholders (e.g., teachers, students, parents, etc.).
<i>Work of staff guided by the SI Plan</i>	The plan does not guide the work of the school.	The plan minimally guides work of the school.	The plan does help staff to achieve immediate short range performance goals.	The plan effectively guides the work of entire staff and students to achieve designated short-range and long-range performance goals.

Concept	Not Addressed	Emergent	Operational	Fully Operational
<i>Evidence of research-based strategies</i>	Strategies are not research based.	There is some evidence researched-based practices, but a systematic approach is not used.	A majority of strategies selected to address gaps and needs are research-based, but there are clear gaps and omissions in a few sections of the plan that would be greatly enhanced through research-based strategies.	All strategies selected by the staff to address gaps and needs identified in their data-driven School Improvement Plan are consistently research-based and highly appropriate to ensure the achievement of designated short term and long-range goals.
<i>Monitoring of implementation and impact</i>	The implementation and impact of the School Improvement Plan are not monitored.	The School Improvement Plan is monitored infrequently by the administration and the Leadership Team.	The School Improvement Plan is routinely monitored by the administration and the school Leadership team but additional support would be beneficial.	The School Improvement Plan is regularly monitored by the administration and Leadership team for implementation and impact.

High Impact Practice Implementation Rubric: Standards-Based Classrooms

This rubric for standards-based classrooms is an implementation rubric and each column builds on the previous column. When a school is fully operational, they will continue to implement criteria addressed in the emergent and operational columns of the rubric. Implementation of standards-based classrooms is a process. Each stage on the rubric is a part of the process of growth and progress over time and should be celebrated.

Standards-Based Classrooms				
Concept	Not Addressed	Emergent	Operational	Fully Operational
<p><i>1. The Georgia Performance Standards are utilized as the curriculum in the school (based on the phase-in plan), and there is a shared understanding of the standards.</i></p>	<p>Teaching is often driven solely by the textbook (or other resources) or is performance activities-based but unaligned with the GPS.</p>	<p>Curriculum documents are developed to support implementation of the GPS, using textbooks as a resource.</p>	<p>Teachers work together to build consensus on what students are expected to know, understand, and be able to do and plan instruction based on the GPS.</p>	<p>Teachers utilize the GPS to collaboratively plan for instruction and assessment.</p> <p>Teachers and students articulate a common understanding of what they are expected to know, understand, and be able to do based on the Georgia Performance Standards.</p>
<p><i>2. Standards are accessible to all students.</i></p>	<p>Teachers do not explain the purpose of the lesson or articulate the expectations for student work. Visual cues and other strategies to make the standards accessible are not evident.</p>	<p>Teachers use a variety of strategies to make the standards accessible to students such as paraphrasing, repetition, visual cues, essential questions, etc. Teachers do not explicitly state the standard(s) being addressed during a lesson.</p>	<p>Teachers use the language of the standards during instruction as well as when they provide feedback to students.</p> <p>Teachers provide students with models and provide specific examples of how the work meets standards.</p> <p>Students explain the standards in their own words.</p> <p>Students can articulate the standards and elements they are currently working on and show evidence of the standards in their work.</p>	<p>Teachers expect students to use the language of the standards to describe their work.</p> <p>Students use the language of the standards to support their work and their answers.</p> <p>Students use the language of the standards when they provide feedback to other students.</p>
<p><i>3. Teachers sequence the lesson or their instruction in a logical, predictable manner referencing standards throughout.</i></p>	<p>There is not an agreed upon school-wide instructional framework or sequence for instruction.</p>	<p>Teachers implement a common instructional framework or sequence of lessons. (e.g., opening, work session, closing)</p>	<p>Teachers implement a sequence of instruction or instructional framework that provides opportunities for students to receive explicit instruction connected to the standards, apply learning independently and collaboratively, share and explain their work as it relates to the standards, and receive feedback based on the standards.</p>	<p>Teachers expect students to explain the standards and/or elements they are applying during the sequence of instruction or instructional framework.</p> <p>Students can explain the sequence of instruction and how they apply the standards and elements to the resulting work.</p>

Concept	Not Addressed	Emergent	Operational	Fully Operational
<p>4. <i>A variety of delivery modes are incorporated into instruction to ensure that all students have access to and meet standards.</i></p>	<p>Teachers use lecture as the predominant mode of instruction assuming the responsibility of “imparting” knowledge and “covering” the curriculum.</p>	<p>Teachers use a variety of delivery modes including modeling, demonstration, small-group instruction, whole group instruction, one-on-one instruction, etc. but still assume the responsibility of “imparting” knowledge and “covering” the curriculum.</p>	<p>Teachers use a variety of delivery modes to ensure mastery of the standards (e.g., extended time, additional support, etc.) rather than impart knowledge.</p> <p>Students can explain different grouping options typically used in the class.</p> <p>Students transition smoothly from one activity to another.</p>	<p>Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to the flexible groups. The delivery modes observed support the learning goals of the lesson and students’ needs.</p> <p>All students make progress toward meeting standards and apply new knowledge to real-world tasks.</p>
<p>5. <i>Students are expected to meet the same standards and instruction is differentiated by content, process, and/or product.</i></p>	<p>Content is present in the same way to all students regardless of readiness levels, learning styles, and/or student interests. Teachers make a single plan for all learners.</p>	<p>Teachers use summative assessments to determine students in need of support. Teachers assign students to interventions outside of the regular classroom instructional time.</p>	<p>Teachers use summative and formative assessments to systematically and purposefully plan for student differences. Classroom instruction is tailored to student readiness levels, learning styles, and interests to ensure that students meet the same standards.</p> <p>Students show mastery of standards in a variety of ways.</p>	<p>Teachers monitor student progress to revise content (how students are given access to the standards), process (how students learn and apply the standards) and product (how students demonstrate their understanding of the standards). Teachers revise content, process, and product as necessary.</p> <p>Although the content, process, and product may differ for students they can explain how their work meets standard(s).</p>
<p>6. <i>Assessments are aligned to the GPS and used frequently to adjust instruction and provide students with feedback.</i></p>	<p>Assessment is typically summative in nature and used to assign grades.</p>	<p>Teachers use summative assessments aligned to the standards. These assessments are analyzed to identify students in need of additional instruction.</p>	<p>Teachers utilize formative assessments frequently which are directly aligned to the standards and lead to revision of instruction as well as specific feedback to students. Examples include: rubrics; conferencing; questioning; observations; written reflections (e.g. 3-2-1, KWL, ticket out the door, etc.); graphic representations of thinking; etc.</p> <p>Summative assessments are utilized to identify students in need of additional instruction or interventions and to revise classroom instruction.</p>	<p>Teachers collaborate regularly to develop common formative and summative assessments. They use the results from the assessments to revise common assessments and instructional plans.</p> <p>Students utilize summative and formative assessment results to set learning goals toward meeting standards.</p>

Concept	Not Addressed	Emergent	Operational	Fully Operational
<p>7. <i>Examples of student work are displayed for student use. Benchmarks are provided to gauge progress over time. Exemplars are provided to exemplify the standards.</i></p>	<p>Teachers do not have a collection of benchmark (anchor papers) or exemplary student work.</p>	<p>Teachers collect examples of local and national benchmark and exemplary student work.</p> <p>Teachers post examples of student work.</p> <p>The benchmarks demonstrate progress toward meeting the standards.</p> <p>The exemplary work shows expected levels of rigor as defined in the standards.</p>	<p>Teachers explain how the exemplary work meets standards and refer to it frequently during the sequence of instruction or instructional framework.</p> <p>Teachers explain how a set of benchmark work displays progress over time toward the standards. Teachers explicitly teach students how to compare their work to the benchmark work to identify next steps.</p> <p>Students can explain how they use benchmark and exemplary student work to improve their own work.</p>	<p>Teachers collect benchmark work and exemplars from their own class.</p> <p>Students identify where their work falls in relation to the benchmarks.</p> <p>Students identify exemplars from their own collections of work and describe their work based on the standards.</p> <p>Students can identify next steps toward meeting standards and revise accordingly.</p>
<p>8. <i>Student performance tasks require students to show progress toward meeting the standard(s)/element(s).</i></p>	<p>Students are not demonstrating progress towards standards in performance tasks. Rather, they are passive selectors of correct answers.</p>	<p>Teachers design performance tasks that require students to show evidence of the standards.</p>	<p>Teachers collaboratively analyze common performance tasks to ensure rigor and revise tasks as needed.</p> <p>Students can explain how performance tasks show evidence of the standards they are working on.</p>	<p>Teachers ensure that performance tasks make connections to other content areas and real world situations.</p> <p>Students apply their understanding of the standards to other content areas and real-world situations.</p>

Concept	Not Addressed	Emergent	Operational	Fully Operational
<p>9. <i>Students receive feedback through written or verbal commentary aligned with the standards that results in revision of work, if needed.</i></p>	<p>Feedback is limited to evaluative judgments such as, “That is right,” “That is incorrect,” “80%,” “Great job,” etc.</p>	<p>Teachers provide feedback that extends evaluative judgments but does not connect to the standards. For example, <i>That is incorrect because you forgot to move the decimal point.</i></p>	<p>Teacher feedback is directly aligned to the standards and provides students with specific strengths and next steps. For example, <i>You develop your character by using literary language when you said, “he had orange hair like wire... Good writers help the reader to feel satisfied when the story ends. They do this by providing a sense of closure. A next step for you as a writer would be to provide closure to your writing.</i></p> <p>Students identify how their work meets standards based on teacher feedback.</p>	<p>Teachers encourage students to revise their work as a result of feedback from teachers and peers.</p> <p>Teachers expect students to use the language of the standards when describing their work, providing feedback to peers, and identifying next steps.</p> <p>Students use the language of the standards as they discuss their work and explain teacher feedback.</p> <p>Students identify their next steps based on teacher feedback.</p> <p>Students can show a piece of student work and describe how it was revised to meet standards based on teacher feedback.</p> <p>Students provide feedback to peers that is directly aligned to standards.</p>
<p>10. <i>Student work reflects understanding of the Georgia Performance Standards.</i></p>	<p>Teachers independently determine what students should know, understand, and be able to do with little or no relation to the Georgia Performance Standards.</p> <p>Student work does not represent student understanding of the standard(s).</p>	<p>Teachers collaboratively identify what students should know, understand and be able to do relative to the Georgia Performance Standards and design instruction and assessments accordingly.</p>	<p>Teachers collaboratively analyze student work based on the Georgia Performance Standards. Based on collaborative analysis of student work, teachers revise instruction.</p> <p>As a result of revised instruction, students revise their work to reflect their understanding of the standards.</p>	<p>Teachers have collaboratively aligned assessments and instruction to the GPS.</p> <p>Students analyze the quality of their own work and articulate why it meets, exceeds, or does not meet standards.</p> <p>Students identify their own next steps towards meeting standards.</p>

High Impact Practice Implementation Rubric: Pyramid of Interventions

Pyramid of Interventions				
Concept	Not Addressed	Emergent	Operational	Fully Operational
<i>Re-culturing the adults in the building</i>	The staff does not understand the need for a system of academic interventions.	A few staff members recognize the need for a system of academic interventions.	The majority of the staff recognizes that academic interventions are needed for student success.	The entire staff is willing to do “Whatever It Takes” to ensure student success.
<i>Identifying struggling students early</i>	Struggling students are not identified until late in the year, course or unit.	Some of the struggling students are identified by the end of the first grading period.	Most of the struggling students are identified in the first month of school.	All struggling students are identified early and throughout the year, course or unit.
<i>Planning and organization for the interventions</i>	No scheduling of time, location, personnel or resources exists for providing interventions.	The time, location, personnel and resources are sometimes provided for the academic interventions.	Time, location, effective personnel and resources are regularly provided for the academic interventions.	A complete intervention infrastructure is in place along with a system for monitoring effectiveness.
<i>Using proven academic interventions</i>	The staff does not provide any effective academic interventions.	Some staff members offer effective academic interventions in isolation.	The majority of the staff members use effective academic interventions.	The entire staff works together to use a common set of proven interventions.

Concept	Not Addressed	Emergent	Operational	Fully Operational
<i>Monitoring of Interventions</i>	The staff does not perform any monitoring of academic interventions.	Some staff members collect data on the effectiveness of their academic interventions.	At the end of each grading period, the staff monitors the effectiveness of the interventions with the use of data.	The entire staff regularly analyzes data on the effectiveness of the interventions and makes changes as needed.
<i>School Keys: Instruction Strand Standard 2.6</i>	There is no evidence of early identification of students who may require additional support, resources and interventions to address learning needs and strengths.	Some students are identified as requiring extra assistance, support, or coaching, but there is little if any evidence of a school-wide commitment to required, timely, systematic, and data driven programs and interventions to address the unique needs of all learners.	Some students benefit from interventions that address their learning weaknesses, but greater emphasis should be given to making such interventions required, data-driven, and systematic for learners requiring extra support and enhancement for acceleration.	All students benefit from required and timely as well as systematic and data-driven interventions that address learning weaknesses and provide opportunities for acceleration.

High Impact Practice Implementation Rubric: Professional Learning

Professional Learning				
Concept	Not Addressed	Emergent	Operational	Fully Operational
<i>Design</i>	The design of PL is only addressed through single, stand-alone events that are not aligned with expected outcomes and do not provide any opportunity for knowledge gained to be transferred into practice.	The design of PL is part of the school improvement plan and includes multiple sessions on a single focus throughout the school year but focuses only on expected outcomes for staff with implementation of new practices done in isolation and on an infrequent basis	The design of PL is part of the school improvement plan and provides follow-up throughout the school year including practice and feedback from coaching with strategies for improvement derived from clearly stated outcomes that include changed teacher practice and improved student learning. Staff learning is supported through a combination of strategies (e.g., study groups, collaborative planning of lessons and examining student work, peer observations, coaching, workshops) that are appropriate to the intended outcome and situational factors.	The design of PL is part of the school improvement plan and takes staff members' prior knowledge and experience into consideration so that choices of appropriately differentiated PL strategies (e.g., study groups, collaborative planning of lessons and examining student work, peer observations, coaching, workshops) are provided. All staff members participate in long-term, in-depth collaborative experiences over multiple years to foster changed teacher practice and improved student performance.
<i>Evaluation</i>	The evaluation of professional learning is determined by the reaction of the staff to the initiative.	The evaluation of professional learning identifies changes in teacher knowledge and skills, but does not evaluate the change in teacher practice.	The evaluation of professional learning focuses primarily on the changes in educator practice, with some student learning data demonstrating the changes in student behaviors.	The evaluation of professional learning is planned prior to the program or set of activities. Specific adult and student changes in behavior are identified. These implementation expectations are determined and communicated to/with staff. Specific student work/learning artifacts and evidences are determined and communicated to with/ staff and students. Data is collected from multiple sources to determine the effectiveness: learning team minutes/agendas, classroom observations, student work samples, teacher surveys, conversations with principals, teachers, coaches, students.

Concept	Not Addressed	Emergent	Operational	Fully Operational
<i>Learning Communities</i>	There is not time scheduled in the regular school day for learning teams to meet, or if scheduled, the time is used for non-instructional tasks or individualized planning. Teachers take individual responsibility for the learning of their own students.	Time is scheduled during the regular school day for learning teams to meet. Teachers organize themselves in learning teams to begin to plan for instruction and collaborate to solve common problems.	Learning teams meet regularly and concern themselves with practical ways to improve teaching and learning. They collaboratively examine the GPS to build consensus regarding what students must know, understand and be able to do, plan more effective lessons, analyze student work, analyze summative and benchmark data, and solve common problems of teaching. The goals of the learning team are aligned to the School Improvement Plan.	Learning teams take collective responsibility for the learning of all students represented by the team. Members of learning teams engage in job-embedded professional learning daily (e.g. lesson study, peer observations, modeling, coaching, analysis of student work, learning team meetings, study groups, etc.) They identify needs for professional learning, revise instruction, and monitor student progress using formative and summative student learning data. The work of the learning team is enhanced by the participation of administrators and other school and district leaders.
<i>Leadership</i>	The principal and other administrative team members have not established the organizational structures needed (e.g. time, protocols for meetings, process for monitoring, etc.) to implement job-embedded professional learning.	The principal and other school administrative team members have established a schedule that includes time for teachers to meet collaboratively. School leaders occasionally participate in these collaborative meetings as well as other professional learning opportunities.	The principal and other administrative team members facilitate the development of a protocol (including a minutes and logs) for collaborative learning team meetings ensuring a focus on improving teaching and learning as it relates to the School Improvement Plan. School leaders participate in collaborative meetings to deepen their understanding. School leaders monitor implementation of professional learning and its impact on instruction and assessment by observing teacher actions (e.g. reviewing lesson plans, teacher observations, etc.)	The principal and other administrative team members foster a culture that supports continuous improvement and ongoing team learning by creating time for teachers to meet collaboratively and by being active participants in these meetings. They monitor implementation of professional learning and its impact on instruction, assessment, and student learning by questioning students and analyzing student work that results from teacher actions (e.g. awareness walks, informal observations, observing collaborative planning sessions, etc.) School leaders provide feedback to learning teams regarding minutes/logs from their meetings as well as on implementation of teaching/learning strategies. School leaders also create opportunities for teachers to serve as instructional leaders within the school by leading school-wide committees that make decisions about curriculum, instruction, resources and professional learning. School leaders recognize and celebrate the accomplishments of teachers and students.

Concept	Not Addressed	Emergent	Operational	Fully Operational
<p><i>Quality Teaching</i></p>	<p>Teachers exhibit only a superficial knowledge of the subject area they teach. Instructional strategies used are teacher-focused (e.g. lecture, seatwork, etc.), mostly relying on textbooks. Teachers engage students in activities that are not clearly aligned with learning outcomes. Teachers use paper and pencil tests as their main assessment strategy.</p>	<p>Teachers exhibit a broad, but not deep understanding of the subject area they teach. Teachers begin to independently implement instruction and assessment strategies as a result of professional learning. As a result, teacher behavior begins to change.</p>	<p>Teachers exhibit a deep understanding of subject matter. As a result of professional learning, instruction and assessment strategies are identified and collaboratively implemented by the learning team. Teachers enhance the use of instruction and assessment strategies by participating in study groups, visiting or observing videos of high performance classrooms, and observing demonstration lessons. As a result, teacher behavior changes and they consistently use a variety of appropriate instructional and assessment strategies.</p>	<p>Teachers exhibit a deep understanding of subject matter and depend on their knowledge and skills to facilitate student success. Students are meeting rigorous standards due to emphases on deep understanding of subject and differentiated instructional strategies. Instruction and assessment strategies are enhanced by feedback from peers, coaches and administrators. Change in teacher behaviors result in a change in student behavior and understanding.</p>



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