

# A1: Professional Learning Current Reality and GAPSS Review

## Assignment Description

Total Possible Points: 250

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### **Part B. GAPSS Review (90/250 points)**

#### *Template with Explanations & Evidence*

Complete the Professional Learning *Georgia Assessment of Performance on School Standards* (GAPSS) rubric provided by your professor (and attached to the end of this document). Based on your discussions with your principal and the answers to the questions above, evaluate your school's performance related to professional learning using the rubric. Provide a brief explanation of the evidence to support your rating (one piece of data will suffice). Provide a brief explanation of your recommendation(s) for each standard. (PSC 5.3/ISTE 4c)

#### **Step 7:**

Complete Part B of the Current Reality/GAPSS Review Template. See that the template provided includes ONLY those standards related to professional learning. A full GAPSS is significantly more extensive than this. Begin by rating your school for each listed standard (not addressed, emergent, operational, or fully operational) within the template. Provide brief explanations of the evidence supporting your ratings. One piece of data will suffice under each "Evidence." Data might include quotes from your principal, student achievement data, observations, informal teacher interviews, or a district website. Provide brief explanations for your recommendation(s) on each standard under "Recommendations".

*NOTE: A GAPSS reviewer would include significantly more detailed lists of evidence and recommendations. Remember, you are just becoming familiar with this assessment tool and process.*

#### **Step 8:**

Turn in your completed GAPSS template for Part B as required by your instructor. (Saved as a PDF and uploaded to the Dropbox in Module Six)

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

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

**PL 1.1 Learning Teams**

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

**EVIDENCE:** In the space below, provide detail evidence supporting your rating above

I would definitely say that my school require teachers to participate in learning teams very often. Every week, every grade level must collaboratively meet with their team three times. Teachers meet twice with instructional coaches for support with CCGPS and once for weekly grade level meeting and discuss curriculum for the following week . We also share overall weekly analysis for entire grade level. The evidence that I have provided is a copy of agenda from our grade level meeting.

**RECOMMENDATIONS:** I recommend that the school continues to use collaborative planning time to allow teachers to work on goals for the team and school.

*Please complete and turn in to Mrs. Twyman every Friday*

**Fickett Elementary School  
PLC Protocol  
Collaborative Planning Session**

*Norms: Start on time, end on time; Stay on topic; Be present physically and mentally; Be respectful to new ideas; Put cell phones on silent mode; Refrain from having side bar conversations*

Grade: 4th Recorder: K. Scott Week of October 23, 2013

**Common Core/Georgia Performance Standards that will be taught and/or assessed next week:**

Reading: Overview for Unit 2  
Language Arts: Overview for Unit 2  
Math: Comparing Factor  
Science: Light  
Social Studies: Colonies/Declaration of Independence

**Instructional Discussion Points**

**Please make sure to include the following items in your notes:  
(topics from the lesson plans that were discussed, test prep activities, critical thinking activities, field trips, etc.)**

In science, we are moving to light. Items needed flash lights, prisms, construction paper, etc.

In social studies, we are continuing to study about the colonies and moving into forming the nation.

In math, we are continuing on equivalent fraction and we will began comparing those fractions.

In reading and ELA, we will be reviewing all skills from Unit 2. (Making inferences, analyzing, drawing conclusions, etc.)

*Please complete and turn in to Mrs. Tsyman every Friday*

**Non-Instructional Discussion Points:**

Team Members Present: \_\_\_\_ Woods, Everette, Hopper, Scott \_\_\_\_

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**Overall Analysis of assessment of student learning:**

**Scott and Woods**  
Overall for Science sound 80%  
Overall for Math division 75%

**Hopper**  
Reading/fact and Opinion 84%  
Fractions 87%  
Science/sound 94%

**Everette- Overall Reading**  
Overall Math  
Overall Science  
Overall ELA

Next Steps:

*Please complete and turn in to Mrs. Tsyman every Friday*

**Remediation:**  
Small group instruction for students who scored below 70%  
Continue with Thursday tutorial  
Learning centers  
Students work with peer tutor  
Remediation with UPS Scholar

**Enrichment:**  
Peer tutor, extension activities, learning centers, independent study

## PL 1.2 Learning Community

Not Addressed	Emergent	Operational	X Fully Operational
<p>There is little or no evidence that the principal, administrative team or related human resources (e.g., leadership team, coaches, central office) supports or reinforces the creation and maintenance of a learning community.</p>	<p>There is some evidence that the principal, administrative team, or related human resources (e.g., leadership team, coaches, central office) support or reinforce the creation and maintenance of a learning community, but additional support in this area is needed. Although administrators have created structures for meetings to occur, they have failed to provide teachers with professional development related to the collaboration process.</p>	<p>The principal, administrative team, and other human resources periodically support the creation and maintenance of an effective learning community to support teacher and student learning. In key aspects of the school, these individuals work collaboratively to reinforce collaborative forms of professional development and learning for staff members. Although this process is operational, it would improve if greater emphasis were given to monitoring its impact on school improvement goals and student achievement.</p>	<p>The principal, administrative team and other human resources consistently support the creation and maintenance of an effective learning community to support teacher and student learning. These individuals work collaboratively to reinforce teachers' skillful collaboration (e.g., facilitation skills, conflict resolution, and group decision-making). They also help to create structures to support collegial learning and implement incentive systems to ensure collaborative work. They monitor the impact of these collaborative processes on school improvement goals and on student learning, and participate with other individuals and groups in the operations of the learning community.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above –

Every grade level is required to meet with instructional coaches twice a week. The instructional coaches must train teachers on Balanced Literacy approaches in teaching reading during Tuesday & Thursday planning time, Tuesday PLCs, and Functional Teams meetings. Teachers participate in weekly professional development sessions during daily common planning time to develop understanding of CCGPS English Language Arts, Mathematics, Science, and Social Studies and use text dependent question in daily instruction.

Evidence Provided: Faculty Meeting Agenda

RECOMMENDATIONS: I recommend that my school continues to allow the instructional coaches to give vital support throughout the school. It is very rewarding and effective when working with instructional coaches who are extremely supportive and genuinely care about the success of the students.

*Norms: Start on time, end on time; Stay on topic; Be present physically and mentally; Be respectful to new ideas; Put cell phones on silent mode; Refrain from having side bar conversations.*

**R.N. Fickett Elementary School  
Faculty Meeting  
October 29, 2013**

*"It is not the home that students come from that matters; it is the school they go to each day."*

**Achieving Student Success through a Renewed Focus on Academic Rigor  
and Safety**

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**Agenda**

- Aflac Representative Presentation
- TKES Standard Communication – Parent/Teacher Conferences - Twyman
- Reminders:
  - Submit Weekly Collaborative Planning Log
  - Student of the Month
  - Bulletin Boards Updated 11/5/13
  - Deficiency Notes 11/6/13
  - Progress Reports 11/13/13
- Questions or Concerns

*What is it we want our students to know? How will we know if our students are learning? How will we respond when students do not learn? How will we enrich and extend the learning for students who are proficient?*

### PL 1.3 Instructional Leadership Development and Service

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

**EVIDENCE:** In the space below, provide detail evidence supporting your rating above –

Teachers are provided with many opportunities to serve in leaderships roles. Some opportunities included being the grade level chair, deciding to be apart of the many committees offered at the school, or heading a committee. At the beginning and end of the school year, every teacher was allowed to sign up for committees that that would like to participate in or become head advisors. Also, being apart of certain committees helps the principal determine some of the professional development needed for their staff. This professional development could be provided at in the school or given at outside trainings. For example, I am a part of the STEM committee. Being apart of this committee, we were all selected to go to the PROJECT WET certification training over the summer.

Evidence-Sign in sheets for Committees (see attachment in DropBox)

**RECOMMENDATIONS:**

I recommend that the school continues to allow the teachers have choices or options to take on leadership responsibilities. The school should also continue to provide opportunities where teachers can improve on their leadership skills.

**PL 1.4 School Culture for Team Learning and Continuous Improvement**

Not Addressed	Emergent	Operational	X Fully Operational
<p>There is little or no evidence of the principal and other leaders establishing ongoing team learning with clearly articulated expectations for professional learning.</p>	<p>There is some evidence the principal and other leaders support a culture involving ongoing team learning and continuous improvement. However, there is not a clearly articulated plan for professional learning for teachers and administrators.</p>	<p>There is general evidence the principal and other leaders support a culture involving ongoing learning and continuous improvement through a plan for professional learning for teachers and administrators. The professional learning would be enhanced by including a variety of designs (e.g., lesson study, peer observations, modeling, instructional coaching, collaborative teacher meetings, etc.) constituting high-quality professional learning experiences.</p>	<p>The principal and other leaders support a school culture that reflects ongoing team learning and continuous improvement. The principal and other leaders plan for high-quality professional learning, articulate intended results of school-based professional learning, and participate in professional learning to become more effective instructional leaders.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above –

Not only are the teachers required to go to professional learning weekly, our principal is also required to go to Principal Meetings with the district every Thursday. The instructional coaches are required to train teachers on Balanced Literacy approach in teaching reading during Tuesday & Thursday planning time, Tuesday PLCs, and Functional Team meetings based off the school improvement plan for this school term. Also, every month, the Leadership team conducts meeting to discuss issues and concerns of the school. Instructional coach often model lessons that incorporate 3 shifts in Common Core ELA and Math.

Evidence provided: Leadership Team Agenda

**RECOMMENDATIONS:**

I recommend that the administrator continue to support the staff and remain consistent with that support. If the support begins to slow down, then the amount of teacher understanding will decrease which will ultimately hinder the success of the students' learning.



Fickett Elementary School  
Leadership Team Meeting  
October 21, 2013

*Achieving Student Success through a Renewed Focus on Academic  
Rigor and Safety*

*What is it we want our students to know?  
How will we know if our students are learning?  
How will we respond when students do not learn?  
How will we enrich and extend the learning for students who are proficient?*

Norms

- \*Start on time, end on time
- \*Stay on topic
- \*Be present physically and mentally
- \*Be respectful to new ideas/other opinions
- \*Put cell phones on silent mode (no texting)
- \*Refrain from having side bar conversations

**Agenda**

Article - *Leading School Change – 9 Strategies to Bring Everybody on Board* by Todd Whitaker – C. Twyman

Data Review/Common Planning Time – C. Twyman

Literacy Update – Mrs. Blunt

Science/Math Update – Mrs. Beadles

Testing/ SST – Mrs. Stroud

Updates from Counselor King

Grade Level Questions or Concerns

## PL 1.5 Job-Embedded Learning and Collaboration

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

EVIDENCE: In the space below, provide detail evidence supporting your rating above –

At my school, teachers are engaged in weekly professional development sessions during common planning time and faculty meeting PLCs to support them with CCGPS implementation in all core subjects. Also during the week, instructional coach train teachers to use Depth of Knowledge levels in mathematics and reading to develop lessons and assessment that align with level 2 and 3 DOK levels. Instructional coaches offer professional development on the use of Differentiated Instruction in mathematics, reading, and science. Instructional coaches also model lessons that incorporate 3 shifts in Common Core Math. Teachers also participate in weekly professional development sessions during common planning time and faculty meeting PLCs to support them with teaching Essential Labs in Science.

Evidence provided: Instructional Coach Agenda/Sign in Sheet

RECOMMENDATIONS:

I recommend that administrators continue to provide teachers with a daily planning time to collaborate with team mates, coaches, and other administrators. This allotted time is very beneficial for educators to improve on their craft for the success of their students' learning.

TROJANS



FICKETT ELEMENTARY  
Grade Level Meeting  
10-08-13

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## MATH & SCIENCE

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- What's in the folder
- Data (CRCT)
- Computer Adaptive Testing
- Mathematics Resources
- Math Lesson Plans

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## NEXT STEPS

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PLC sheet  
Class Roster  
CRCT Domain Weights  
Fickett CRCT Data by Domains  
CRCT Content Descriptors  
Computer Adaptive Testing Indicators  
Computer Adaptive Data

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## SIGN-IN

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_____	_____
_____	_____
_____	_____

## PL 1.6 Resources Support Job-Embedded Professional Learning

Not Addressed	Emergent	Operational	X Fully Operational
Resources are not allocated for job-embedded professional learning that is aligned with high-priority school improvement goals. Little if any professional development is devoted to helping teachers use technology to enhance student learning.	Some resources are allocated for professional learning. However, much of the professional learning is conducted primarily after school and is not aligned with the high-priority school improvement goals. There is limited professional development devoted to helping teachers use technology to enhance student learning.	Most resources for professional learning are allocated for the identified high-priority school improvement goals. However, providing more job-embedded learning opportunities and professional development would enhance teachers' use of technology to support student learning. In other cases, these forms of professional development need to be more ongoing and sustained to ensure actual classroom implementation of training strategies and processes.	Resources are allocated to support job-embedded professional learning that is aligned with high-priority school improvement goals and technology supporting student learning. There is sustained commitment to ensuring that these professional development activities result in successful classroom implementation. There is also a process in place to determine the value-added of key strategies and processes, i.e., how they impact student achievement and related organizational short- and long-range goals.

**EVIDENCE:** In the space below, provide detail evidence supporting your rating above –

I would definitely say that job-embedded professional learning is integrated tremendously at Fickett due to our instructional coaches. They provide trainings with every grade level twice a week. They often provide the teachers with different trainings on throughout the school. One training that has been provided and will be used throughout the duration of the school year is the training on this program called Thinkgate. Thinkgate is used to assess students' learning. It is used to help with teaching strategies. Based off the analysis provided from this software, teachers know how to change instruction to suit the students. Thinkgate analysis breaks it down to the students would have mastered or not mastered each standard. This program provides the base line for student learning. Teachers can use same test to assess improvements from before.

Evidence: Example of Thinkgate analysis sheet per individual student. Teachers are also provided with overall analysis for entire class.

**RECOMMENDATIONS:**

Also, the district provides a portal for administrators and teachers have access to measurable data and value added reports. These resources are needed where administrators and teachers can understand in aid of making plans for increasing student learning. I recommend that administrators provide sessions on how to use this resource and strategies that can be used to help increase the impact on student achievement.

**Baker, Dylan B.**  
**Grade 3**  
**Lang Arts/3 (302)**

**Fickett Elementary School**  
**ID: 2049449**

**Math Performance**

Current Score from: 9/25/13 11:26 a.m. 00:33:00

**Scaled Score: 2372**

**Performance: Above Average**

**Overall SIP (Grade 3): 71**

**Unit Score Ranges:**

Number & Operations: 2269–2386–2503

Algebra: 2119–2248–2377

Geometry: 2224–2351–2478

Measurement: 2283–2412–2541

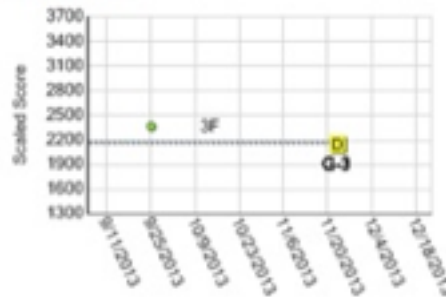
Data Analysis & Probability: 2329–2458–2587

**NPR: 86**

**Top 3 Suggested Learning Objectives**

- 4.ND.2: The learner will be able to solve story problems involving adding or subtracting decimals.
- 4.NBT.6: The learner will divide one- to two-digit whole numbers by one-digit whole numbers producing a remainder.
- 2.G.1: The learner will identify various geometric figures.

**Math Trends**



◆ Student Scaled Score  
◆ District Average Scaled Score  
----- National Average Scaled Score

**Reading Performance**

Current Score from: 9/25/13 1:07 p.m. 01:41:13

**Scaled Score: 2355**

**Performance: High Average**

**Overall SIP (Grade 3): 69**

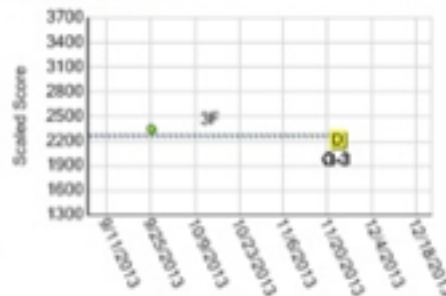
**NPR: 56**

**Lexile: 485L**

**Top 3 Suggested Learning Objectives**

- RL.4.1: The learner will identify cause and effect in a fourth grade fictional passage.
- RL.4.3: The learner will identify the problem and solution in a fourth grade fictional passage.
- RI.3.1: The learner will determine an appropriate question for a third grade nonfictional passage.

**Reading Trends**



◆ Student Scaled Score  
◆ District Average Scaled Score  
----- National Average Scaled Score

**Professional Learning Standard 2: The process—the how—of professional learning is aligned with articulated goals and purposes, data-driven, research-based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.**

**PL 2.1 Collaborative Analysis of Data**

<b>Not Addressed</b>	<b>Emergent</b>	<b>Operational</b>	<b>X Fully Operational</b>
<p>Teachers and/or administrators use personal experiences or opinions to determine student and adult learning needs and goals. Data is not collected and analyzed in monitoring school and classroom improvement strategies,</p>	<p>Teachers and/or administrators work in isolation or with limited representation to review student summative data and determine student and adult learning needs and goals. Student and teacher data is collected and analyzed at the end of the year to monitor the accomplishment of classroom and school goals.</p>	<p>Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They collect and analyze relevant student and teacher data at the beginning and end of the year to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.</p>	<p>Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They continuously (minimum of 4 times a year) collect and analyze relevant student and teacher data (e.g. action research, analyzing student work, classroom observations, Awareness Walks, and surveys) to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.</p>

**EVIDENCE:** In the space below, provide detail evidence supporting your rating above –

My school and district stress the importance of data. I have often heard the phrase ‘data-driven’ being referred when it comes to the goals of my school and district. Data drives our instruction. Teachers must create assessments and collect school-wide student data through regular benchmark assessments and analyze data to determine student strengths and weaknesses. Data team facilitates regular Data Talk sessions with members of each grade level. Teachers are required to maintain a portfolio for each student in the class. The district requires schools to administer quarterly common assessments. Data reports are displayed in Data Room monthly. Data analysis protocol is used weekly and reported to principal in grade level minutes. Every teacher prepares a continuum of Growth Bulletin board where student work is display updated and checked monthly.

Evidence Provided: Data Dashboard that is used throughout the school year. It provides analysis of CRCT scores, current class grades, computer adaptive assessment, and district benchmarks.

## RECOMMENDATIONS:

I recommend that the school continue to collect and analyze data several times throughout the year. I have found it very useful to analyze the report with coaches and administrators because it helps with planning my instruction based on individual student needs. It allows you to see where each student stands. It shows what standards the students have mastered or misunderstands. I also recommend more celebrations and incentive for community to make stakeholders aware of accomplishments. If community shows excitement, the students will become more serious about striving for excellence. The students will become more determined because they will see excitement from more than their teachers. They will see excitement from their surroundings.



Quick Links: [TeacherDashboard](#)

Section Name:

1 of 1 of 1 Find | Next

Welcome **SCOTT, KRISTLE M** - Fickett Elementary School - Atlanta Public Schools **Absent** Sunday, November 17, 2013

**My Schedule** 2013-2014 Active [2013-2014 Teacher](#) [2013-2014](#)

2013-2014 Active Schedule Students Enrolled

Year Long	Students Enrolled
17. Health Education, Elementary (GRADES K-5) AND Middle GRADES 6-8 - 17.00 Health Education, Elementary and Middle Grades	21
<a href="#">Health/Grade 4 - Section 402 (17.0000000)</a>	21
23. English Language Arts - 23.00 Language Arts, General, Elementary (K-6)	42
<a href="#">Language Arts/Grade 4 - Section 402.023.0200000</a>	21
<a href="#">Reading/Grade 4 - Section 402.123.0210000</a>	21
27. Mathematics - 27.00 Mathematics (Elementary K-6)	21
<a href="#">Mathematics/Grade 4 - Section 402.027.0200000</a>	21
41. Science, Elementary (K-6) - 41.01 Science, Elementary K-6	21
<a href="#">Science/Grade 4 - Section 402.41.0210000</a>	21
45. Social Studies - 45.00 Social Studies, Elementary (K-6)	21
<a href="#">Social Studies/Grade 4 - Section 402.45.0200000</a>	21
Locally Defined - Locally Defined	42

**Attendance Tracker**

Attendance 2013 - 2013

Legend: ■ Zero Absences ■ 1 to 9 Absences ■ 10 to 19 Absences ■ 20 Absences

Category	0 Absences	1-9 Absences	10-19 Absences	20 Absences
Classroom	52%	30%	18%	1%
Fickett Elementary School	31%	45%	21%	1%
Atlanta Public Schools	59%	41%	17%	1%
State	52%	45%	20%	2%

% of Students by Category

Search By GTID  Search By Year, System, School, Grade and Student

https://slds.gadoe.org/sldsweb/Dashboard.aspx in Elementary School

Quick Links: [TeacherDashboard](#)

Section Name:

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**Statewide Test Results**

**Classroom Lexile**

Current Grade: 04

Classroom Lexile Performance

Category	< 770	770 - 810	> 810
Classroom	60%	40%	0%

**CRCT Test Results**

Category	Level 1	Level 2	Level 3
Classroom	20%	40%	40%
Fickett Elementary School	32%	52%	25%
Atlanta Public Schools	2%	54%	34%
State	6%	50%	42%

Additional Information about Lexile

Search By GTID  Search By Year, System, School, Grade and Student

## PL 2.2 Evaluating Impact of Professional Learning

Not Addressed	Emergent	X Operational	Fully Operational
<p>The principal and other leaders develop and implement a plan for evaluating teachers' reactions to professional development events. Teachers' contributions to the evaluation are limited to providing satisfaction ratings. The evaluation identifies changes in teacher knowledge and skills as a result of participation, but it does not evaluate changes in practice or impact on student learning.</p>	<p>The principal and other leaders develop and implement a plan for evaluating professional development events. Teachers contribute to the evaluation by collecting and analyzing summative student learning data. The evaluation identifies changes in teacher knowledge and skills as a result of participation and year-end student performance, but it does not evaluate change in teacher practice.</p>	<p>The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (formative and summative for a one- to two-year period) evaluation of the impact of professional development on teacher practices and student learning. The evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing relevant student learning and process data.</p>	<p>The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (both formative and summative over a three- to five-year period) evaluation of the impact of professional development on teacher practices and student learning. Evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing a variety (student learning, demographic, perception, and process) of relevant data. The plan specifies the evaluation question(s), data sources, data collection methodology, and data analysis processes.</p>

**EVIDENCE:** In the space below, provide detail evidence supporting your rating above –

I would rate our school with Operational only because the school develops and implements plans from year to year. The plan is not developed for every three to five year because the staff often changes. Within my 5 years of teacher, I have had 5 principals total. According to my current principal, professional development is based on the results of Teacher Keys, Class Keys, or in previous years ATEP. Also many principals base PD on the teacher's self-assessments and teacher evaluation. My principal even talked about a tool that she along with the districts uses called the Teacher Effective Dashboard. It was described as basically a "snapshot" of the school broken down by individual teachers and even down to the standards. She discussed that she often determine the professional learning based on teachers' standard of evaluation.

Evidence: Teacher's Self assessment (see attachment)

**RECOMMENDATIONS:**

I recommend that the principal continues as listed above. I am not sure if I would say make lots of changes as far as planning for over 3 to 5 years. The administrative positions are not guaranteed and are subject to change at any given time. However, I recommend that the district continues to plan for long term professional development goals.



## PL 2.3 Interpreting and Using Research Results

Not Addressed	X Emergent	Operational	Fully Operational
<p>The principal and other leaders review professional journals that summarize research instead of actual research or they do not recognize a need for reading and interpreting research when making instructional decisions regarding professional development and school improvement approaches.</p>	<p>The principal and other leaders review educational research. They create opportunities for a few, select teachers to study educational research. They work with them to conduct reviews of research when making instructional decisions regarding the adoption of professional development and school improvement approaches.</p>	<p>The principal and other leaders demonstrate modest skills in interpreting educational research (validity and reliability, matching populations, and interpreting effect-size measures). They create opportunities for teachers to learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches.</p>	<p>The principal and other leaders demonstrate advanced skills in determining appropriate research design, interpreting research results, and determining whether results can be generalized. They ensure that teachers and community members learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above –

There is a moderate amount of evidence of that research is encouraged for teachers. There are several teachers who are enrolled in school. These are the people are exposed in doing the most research. However, there are several who are not in school and not exposed to much research unless required by administrators. Last year, my school did offer courses for GACE Math and Science Review for teachers seeking to receive certification in Middle School Mathematics and Science. There are some programs and endorsements that the district offers. Each year, the district selects a cohort of educators who are interested in receiving a gifted endorsement. In the past, I have also seen reading endorsement being offered. This year, the district is seeking interested applicants for P-5 Mathematics Endorsement.

Evidence: Email about Math Endorsement

RECOMMENDATIONS: I recommend that the district encourages staff member to continue their education through offering more programs or pay for their employees education. I know my school districts and companies used to fund the tuition of their employees to continue their education.

## K - 5 Elementary Mathematics Endorsement through Atlanta Public Schools

Fordham, Leisha

To: Bolton Academy, Boyd Faculty/Staff, Brandon Faculty/Staff, Fain Faculty/Staff, Garden Hills Faculty/Staff, Grove Park Faculty/Staff, Jackson WT Elem, Rivers Faculty/Staff, Scott Faculty / Staff, Smith Faculty/Staff, StantonOH Faculty/Staff, StantonPL Faculty/Staff, Towns Faculty/Staff, Usher-Coller Hgts Staff, Woodson Faculty/Staff, Adamsville Faculty/Staff, Beecher Faculty/Staff, Bethune Faculty/Staff, Bethune Pre-K class, Cascade Faculty/Staff, Connally Faculty/Staff, Continental Colony Faculty/Staff, Deerwood Academy Faculty/Staff, Fickett Faculty/Staff, Kimberly Faculty/Staff, Miles Faculty/Staff, Peyton Forest Faculty/Staff.  
Cc: Ayres, Kristal; Dilard, Jeffrey D; Evans, Cheryl S; Hart, Shannon Y; James, Towards; Kennedy, Hank; Cathy; Kirk, Zackory; Rhynes, Lisa; Royal, Cheryl; Showers, Nika R; Speed, Tony; Whaley, Daria  
Attachments: (2) Download all attachments  
K-5 Elem Math Endorsement-1.pdf (267 KB) [Open as Web Page] K-5 Mathematics Endorsement-1.doc (48 KB) [Open as Web Page]

Monday, November 11, 2013 2:26 PM

Instructional Leaders,

Atlanta Public Schools is excited to offer the *K-5 Elementary Mathematics Endorsement Course* in collaboration with Metro RTSA. Metro RTSA is an approved program provider through the Georgia Professional Standards Commission for K-5 Mathematics Endorsement. The endorsement consists of four following courses:

- *Understanding Number and Operations (60 hours)*
- *Understanding Data Analysis and Probability (40 hours)*
- *Understanding Geometry and Measurement (50 hours)*
- *Understanding Algebra (50 hours)*

Candidates participate in a supervised Authentic Residency of 25 hours throughout the span of the course work. The cohort requires a two year commitment in completing the endorsement. For additional information and consideration, please see the attached documents. Thank you.

**Leisha Whitaker-Fordham, Ed.S.**  
Atlanta Public Schools  
Common Core – Elementary Mathematics  
Office of Mathematics [APS Math Share Point Site](#)  
Office 404-802-3586

2013 Professional Learning Sessions – Georgia Department of Education  
[https://www.georgiastandards.org/Common-Core/Pages/Math-PL\\_Sessions.aspx](https://www.georgiastandards.org/Common-Core/Pages/Math-PL_Sessions.aspx)

Georgia Common Core Teacher Forums  
<http://vggsmathematics.k-5.wikispaces.com/>

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

Not Addressed	Emergent	X Operational	Fully Operational
<p>Teachers experience single, stand-alone professional development events that are typically large group, workshop designs. There is little if any evidence of implementation or change in practice in classrooms. No emphasis is given to enhancing teachers' content knowledge or understanding.</p>	<p>Teachers attend multiple workshops on the same topic throughout the year to gain information about new programs or practices. They experiment with the new practices alone and infrequently with limited school-based support for implementation. No emphasis is given to enhancing teachers' content knowledge or understanding.</p>	<p>Teachers participate in long-term (two- to three-year period), in-depth professional learning that includes a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and classroom observations). Some evidence is present of attention to enhancing teachers' content knowledge.</p>	<p>Teachers participate in long-term (two- to three-year period), in-depth professional learning that engages learning teams in a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to extensive, follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). A major focus of ongoing professional development is a commitment to maintaining and updating all teachers' knowledge and understanding of the content they are teaching and changes occurring in their field(s).</p>

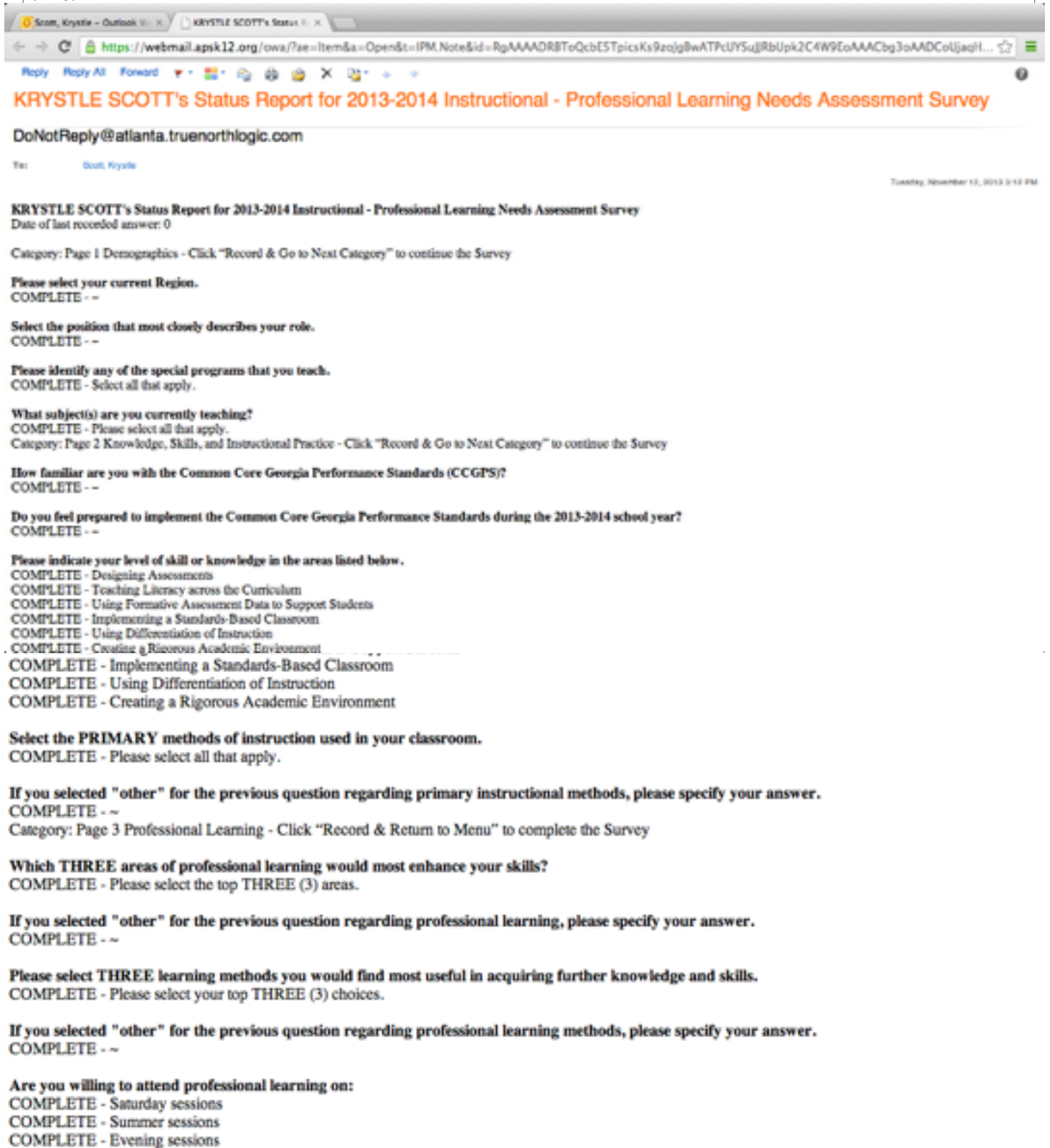
EVIDENCE: In the space below, provide detail evidence supporting your rating above –

Teachers are often provided a wide variety of professional development through the district during pre-planning and post-planning. The district often provides opportunities for teachers to give feedback of every training session or professional development through surveys and feedback forms. Recently, the district sent out a survey where teachers had the opportunity to voice their opinion about the kinds of professional development being offer, what is most helpful, what time are most beneficial and things of that nature. It was sent to see how teachers feel and what we need. We have lots of professional development, however the district would like to know where we stand, how to make improvements, and what to do in the future.

Evidence: Email confirmation from Professional Development Survey

## RECOMMENDATIONS:

I recommend that the district began to use the proposed plan about myBackPack. This is a program that the district has been talking about for a few year now. It is where the students can sign into their account from any computer. Once they log in, they will be able to upload their word documents, email, power points, and much more. This would show long term professional development with the use of technology. Professional development has been for it, however, the district gives a different proposed date as to when it will go live each time.



The screenshot shows an Outlook email interface. The browser address bar displays the URL: <https://webmail.apsk12.org/owa/?ae=Item&a=Open&t=IPM.Note&id=RqAAAADRBToQcbESTpicaKs9z0jg@wATPcUYSuJJRbUpk2CfW9CoAAACBg3oAADC0UjaqH...>. The email title is "KRYSTLE SCOTT's Status Report for 2013-2014 Instructional - Professional Learning Needs Assessment Survey". The sender is "DoNotReply@atlanta.truenorthlogic.com". The recipient is "Scott, Krystle". The date is "Tuesday, November 12, 2013 2:12 PM".

**KRYSTLE SCOTT's Status Report for 2013-2014 Instructional - Professional Learning Needs Assessment Survey**  
Date of last recorded answer: 0

Category: Page 1 Demographics - Click "Record & Go to Next Category" to continue the Survey

Please select your current Region.  
COMPLETE --

Select the position that most closely describes your role.  
COMPLETE --

Please identify any of the special programs that you teach.  
COMPLETE - Select all that apply.

What subject(s) are you currently teaching?  
COMPLETE - Please select all that apply.  
Category: Page 2 Knowledge, Skills, and Instructional Practice - Click "Record & Go to Next Category" to continue the Survey

How familiar are you with the Common Core Georgia Performance Standards (CCGPS)?  
COMPLETE --

Do you feel prepared to implement the Common Core Georgia Performance Standards during the 2013-2014 school year?  
COMPLETE --

Please indicate your level of skill or knowledge in the areas listed below.  
COMPLETE - Designing Assessments  
COMPLETE - Teaching Literacy across the Curriculum  
COMPLETE - Using Formative Assessment Data to Support Students  
COMPLETE - Implementing a Standards-Based Classroom  
COMPLETE - Using Differentiation of Instruction  
COMPLETE - Creating a Rigorous Academic Environment  
COMPLETE - Implementing a Standards-Based Classroom  
COMPLETE - Using Differentiation of Instruction  
COMPLETE - Creating a Rigorous Academic Environment

Select the PRIMARY methods of instruction used in your classroom.  
COMPLETE - Please select all that apply.

If you selected "other" for the previous question regarding primary instructional methods, please specify your answer.  
COMPLETE --  
Category: Page 3 Professional Learning - Click "Record & Return to Menu" to complete the Survey

Which THREE areas of professional learning would most enhance your skills?  
COMPLETE - Please select the top THREE (3) areas.

If you selected "other" for the previous question regarding professional learning, please specify your answer.  
COMPLETE --

Please select THREE learning methods you would find most useful in acquiring further knowledge and skills.  
COMPLETE - Please select your top THREE (3) choices.

If you selected "other" for the previous question regarding professional learning methods, please specify your answer.  
COMPLETE --

Are you willing to attend professional learning on:  
COMPLETE - Saturday sessions  
COMPLETE - Summer sessions  
COMPLETE - Evening sessions

## PL 2.5 Alignment of Professional Learning with Expected Outcomes

Not Addressed	Emergent	X Operational	Fully Operational
<p>The principal and other leaders provide single, stand-alone professional development events that are typically large group, workshops with no expectations for implementation of new classroom practices. Generally, activities are not aligned with the school improvement plan or related priorities.</p>	<p>The principal and other leaders provide multiple workshops on the same topic throughout the year. They articulate the learning goal, but do not discuss expectations for implementation. Teachers receive limited school-based support for implementing the new classroom practices. Activities are only generally aligned with the school improvement plan or related priorities.</p>	<p>The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). The professional learning is long-term (two-to-three year period) and in-depth with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation by providing rubrics that describe the desired classroom practices and communicate how those practices connect to the school improvement goals. Generally, activities are aligned with major priorities within the school improvement plan.</p>	<p>The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). They ensure that teams of teachers are engaged in long-term (two-to-three year period), in-depth professional learning with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation with collaboratively developed rubrics describing desired classroom practices and communicate how those practices connect to the school improvement goals.</p>

**EVIDENCE:** In the space below, provide detail evidence supporting your rating above –

My principal often aligns a variety of professional development for the staff. She bases her the topics off of her own observations, teacher recommendations, teacher self assessments, district recommendations, and others ways. The professional development sessions are always aligned with improving the short-term and long term goals of the school and district. Instructional coaches provide model lesson demonstrations monthly or as needed. Within the many sessions, we are provided with explanations, feedback, and opportunities to ask questions. Attached I have a copy of an agenda from one of our professional learning day.

RECOMMENDATIONS:

I recommend that principals should continue to provide professional development based on what she feel will be best suited for their staff as a whole. Principals must make improvements which make sure that teams are engaged in more long term professional development.

*Norms: Start on time, end on time; Stay on topic; Be present physically and mentally; Be respectful to new ideas; Put cell phones on silent mode; Refrain from having side bar conversations.*

***"It is not the home that students come from that matters; it is the school that they go to each day."***

**R.N. Fickett Elementary School  
Professional Learning Day  
October 11, 2013**

**Achieving Student Success through a Renewed Focus on Academic Rigor  
and Safety**

➤ 8:00 a.m. – 8:20 a.m. – Faculty meeting in Media Center

*What is it we want our students to know? How will we know if our students are learning? How will we respond when students do not learn? How will we enrich and extend the learning for students who are proficient?*

➤ Session Times: 8:30 a.m. – 9:15 a.m.  
9:20 a.m. – 10:05 a.m.  
10:10 a.m. – 10:55 a.m.

- Session 1 – STEM Units – STEM classroom (Mr. Little)
- Session 2 – Math Frameworks – Media Center (Mrs. Stroud)
- Session 3 – Balanced Literacy – Parent Center (Mrs. Blunt)

**SCHEDULE**

<b>Group A</b> – Pre – K, Kindergarten, & 1 <sup>st</sup> grade	<b>Group B</b> – 2 <sup>nd</sup> grade, 3 <sup>rd</sup> grade, & A- unit	<b>Group C</b> – 4 <sup>th</sup> grade, 5 <sup>th</sup> grade, & Enrichment Team
Session 1	Session 2	Session 3
Session 2	Session 3	Session 1

*Norms: Start on time, end on time; Stay on topic; Be present physically and mentally; Be respectful to new ideas; Put cell phones on silent mode; Refrain from having side bar conversations.*

Session 3	Session 1	Session 2
-----------	-----------	-----------

➤ 11:00 a.m. – 11:30 a.m. – Wrap-up Session – Media Center (Mrs. Iwyman)

➤ 11:30 a.m. – 12:30 p.m. - Lunch

➤ 12:30 p.m. – 3:00 p.m. – Collaborative Planning and Individual Work in Classrooms (Lesson Plans, Grades in Infinite Campus, and PR folders)

## PL 2.6 Building Capacity to Use Research Results

Not Addressed	Emergent	X Operational	Fully Operational
<p>Professional development is planned with no regard for research about adult learning needs and individual and organizational change processes. The sessions provided include strategies that do not mirror the instructional strategies teachers are expected to use with students (e.g., lecturing on inquiry method, covering material instead of helping participants to use and internalize it), and sessions are the same for all teachers regardless of their career stage.</p>	<p>Professional development is planned using research about adult learning needs and how individuals experience the change process. The professional development sessions demonstrate classroom practices through videotapes and simulations. The experiences focus on procedural learning - "how to do it" - rather than on developing deep understanding of concepts and problem solving strategies. Some professional development is specialized for new and mentor teachers.</p>	<p>Professional development is planned using research about adult learning needs and individual and organizational change processes. The professional development sessions include modeling and demonstrations of expected classroom practices. The experiences impact teachers' depth of understanding enabling them to use the new strategies routinely. Some professional development is specialized to reflect career stages of new teachers, mentor teachers, and teacher leaders.</p>	<p>Professional development builds the capacity of the staff to use research about adult learning needs and individual and organizational change processes as they implement new strategies. Professional development sessions consistently employ the same instructional strategies that are expected to be used in their classrooms. The experiences impact teachers' depth of understanding enabling them to solve problems and adapt new strategies to classroom circumstances. Professional development is differentiated to reflect career stage needs and interests (e.g., mentoring, leading learning teams, coaching, utilizing technology, and curriculum development).</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above –

I would have to rate my school for this school term with operational. There are often times when teachers must review video or article related to a standard before a faculty meeting, grade level meeting, or even leadership meeting. Also, with the meeting, teacher asked to watch a video, do an observation, and analyzed or evaluate that classroom based off the selected topic for the professional learning session.

Evidence provided: Email with link to watch and discuss before faculty meeting (summer school).

RECOMMENDATIONS:

During this school term, the use of research has not been enforced as much. I would recommend that the administrators continue delivering the strategies in faculty meeting and other learning opportunities, but begin to reinforce the research from the teachers again.

## Math Professional Development (Action Required)

Minter, Sherelle

To: Dunaway, Johnny; Wilson, Dawn; Scott, Krystal; Woods, Adriane M; Pears-Cameron, Shyonda; Little, Tonette; Nje, Akia; McDowell, Kristy; Hummings, Martin A.; Marks, Tasha; Upshaw, Mekeya; McWilliams, Kimberly; Wynn, Erica  
Cc: Lunkett, Diane

Tuesday, June 18, 2013 1:09 PM

This message was sent with High Importance.

Good Afternoon!

I am sending the following mathematics professional development information that you are to complete **prior** to coming to the Wednesday professional development. The focus is "Using Number Talks to Promote SMP #3". It is a 6 minute video. You may use your morning time before the students come in to complete this activity. In your mailboxes I have provided you the five key components of number talks & an article entitled "Mathematical Practice 3: Construct Viable Arguments and Critique the Reasoning of Others". Please review and share this material with your TFA core members during your collaborative session during your PD on Wednesday.

Video Link: Open the link: <http://youtu.be/AAmLdZQCYtM>

Have a wonderful day!



## PL 2.7 Knowledge about Effective Group Processes

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

EVIDENCE: In the space below, provide detail evidence supporting your rating above –

My school district has an interactive portal that provides several application links that can only access by Atlanta Public School employees called myAPS. One application link that I often used is the APS Share Point Portal. On Share Point, teachers are allowed to post their lesson plans, and share documents, activities, and strategies. On the portal, administrators and teachers are capable of sharing and viewing common assessment data, concept based unit plans, data dashboards, media and tech plans, project dates, tasks, and other important documents needed throughout the school and team. Another application link offered on myAPS is a web-based virtual learning program that called MyPLC. This program manages all professional development though the district. It provides courses that teacher and administrators can register for to improve their practices. Another resource that many of my colleagues use is a website called Edmodo. It is a social site that is can be used by teachers, parents, and students. It is a way that teachers and other can blog and share strategies with others. I would say that it is a school version of Facebook.

The evidence for this standard: <https://my.apsk12.org/Pages/MyAPS.aspx>

I also have a picture of our district's Share Point.

## RECOMMENDATIONS:

Since teachers can only have access only their school on the districts portal, I would recommend an application link on the portal this is designate for teachers to post lessons and activities by grade level and subject. This would be extremely help for teachers to be able to share and collaborate throughout the district.

Home - Applications

https://my.apsk12.org/business/sites/Applications/default.aspx

myAPS

Home Our Business Our Schools Our Leadership Our Data My Sites

Scott, Kyrille

### Application Links

Launch your business applications here or discover more information about applications you may not be familiar with.

- Infinite Campus
- Lawson
- Teacher Effectiveness Dashboard
- Value-Added Reports
- Atlanta Public Schools Making A Difference
- APS Public Website
- APS Web VPN
- Kronos
- Taleo
- Web Email

Lesson Plans 2013-2014

https://portal.apsk12.org/sites/srt1/fickett/Lesson%20Plans/Forms/AllItems.aspx?RootFolder=%2Fsites%2Fsr1%2Ffickett%2FLesson%20Plans%2FLesson%20Pl...

Atlanta Public Schools Making A Difference

Fickett > Lesson Plans > Lesson Plans 2013-2014 > All Documents

Search this site...

Type	Name	Modified	Modified By	Checked Out To
Folder	1st Grade	8/28/2013 11:27 AM	Blunt, Aurelia	
Folder	2nd Grade	9/4/2013 5:21 PM	Blunt, Aurelia	
Folder	3rd Grade	8/28/2013 11:27 AM	Blunt, Aurelia	
Folder	4th Grade	9/27/2013 3:26 PM	Blunt, Aurelia	
Folder	5th Grade	11/1/2013 8:31 AM	Blunt, Aurelia	
Folder	ESOL	10/29/2013 1:41 AM	Bealder, Shanda	
Folder	Fine Arts	11/15/2013 10:59 AM	Blunt, Aurelia	
Folder	French	11/15/2013 11:56 AM	Blunt, Aurelia	
Folder	Gifted	10/1/2013 1:42 PM	Blunt, Aurelia	
Folder	Health and PE	8/28/2013 11:27 AM	Blunt, Aurelia	
Folder	Kindergarten	10/7/2013 1:05 PM	Blunt, Aurelia	
Folder	Music	11/11/2013 9:25 AM	Blunt, Aurelia	

**Professional Learning Standard 3:** The content—the what—of professional learning reinforces educators’ understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.

**PL 3.1 Classroom Practices Reflect an Emotionally and Physically Safe Learning Environment**

<b>Not Addressed</b>	<b>Emergent</b>	<b>Operational</b>	<b>X Fully Operational</b>
<p>Classroom practices reflect little or no evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>	<p>Classroom practices of some teachers reflect evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>	<p>Classroom practices of most teachers reflect skill in communicating high expectations for each student and adjusting classroom activities to meet student needs. Respect for students’ cultures and life experiences is evident through the emotionally and physically safe learning environment where students of diverse backgrounds and experiences are taught the school code of conduct (customs) to help them be successful in the school context.</p>	<p>Classroom practices (e.g., considering interests, backgrounds, strengths, and preferences to provide meaningful, relevant lessons and assess student progress, differentiating instruction, and nurturing student capacity for self-management) of all teachers reflect an emotionally and physically safe environment where respect and appreciation for a diverse population is evident. There are high achievement expectations for all students and teachers. The principal and other leaders provide professional learning for teachers lacking understanding of the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above –

With this standard, I think about the classroom practices that are discussed and determined in many faculty meeting and other team meetings. Our school's mission is to provide all student with a safe, nurturing environment that promotes diversity, social, physical, and emotional skill development. Many times, administrators and coaches often discuss strategies for classroom management and how to deal with difficult situations in the classroom. Every faculty meeting, teachers are often remind of the category of Professionalism under our Georgia Teacher's Duties and Responsibility. For example, the faculty received an email from the principal. In the email, she discussed importances of providing a positive class environment and listed expectations by listing the standard of Professionalism. She also attached a link to news story about a teacher who had been caught bullying in her classroom.

In different sessions, teachers have to participated in different activities where dialogue occurs about how to handle a situation appropriately and what can be done to ensure a positive and safe environment for every students. At the beginning of every year, teachers must participate in a Code of Ethics training and a Customer Service Training. Recently, instructional coaches have demonstrated and expressed how the district would like for teachers change their format of writing their lesson plans. The district would like for the teachers to move toward using mostly real world situations related to our students lives when teaching math and solving problems.

Evidence for this standard:

<http://www.wsbtv.com/news/news/local/parent-records-teacher-bullying-4th-grade-students/nbkLG/>

RECOMMENDATIONS:

I recommend that administrators continue to inform staff on how to create a safe and positive environment for students. Many of the strategies and activities are very helpful for staff members. It prepares the teachers on how to best handle situations upon arrival.

<https://webmail.lpsk12.org/owa/?ae=Item&a=Open&e=IPM.Note&id=RgAAAAADREtoQ;cbESTpicsKs9zojg8wATPcUYSuJRbUpk2C4W9foAAACbg3oAADCoUjjaqHbKRnmF9JPhy8SAAAA...>

Reply Reply All Forward

## FW: Parent says recording shows teacher bullying 4th grade students

Twyman, Cheryl

To: Fickett Faculty/Staff; Burl, Aurie

Thursday, November 07, 2013 6:40 PM

Good evening,

This is just an example of what I was speaking about at the last faculty meeting. Please be reflective with TKES standards 7, 9 and 10.

Thanks!

Cheryl Twyman

Interim Principal

Fickett Elementary School

3935 Rux Road, S.W.

Atlanta, Georgia 30331

(404)892-7850

From: Cheryl Twyman [fireballcpt@aol.com]

Sent: Thursday, November 07, 2013 12:37 AM

To: Twyman, Cheryl

Subject: Parent says recording shows teacher bullying 4th grade students

<http://www.wsbtv.com/news/news/local/parent-records-teacher-bullying-4th-grade-students/nbkLG/>

Sent using ShareThis

Sent from my iPad

## PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies

Not Addressed	Emergent	X Operational	Fully Operational
<p>Teachers demonstrate superficial knowledge of subject matter and mostly rely on textbooks. They primarily use lecture, seatwork, and discussion as instructional strategies and paper-and-pencil tests for assessment.</p>	<p>Teachers demonstrate breadth of subject matter, but the content they teach is often not aligned with required learning goals (e.g., GPS, district standards). They may use some engaging instructional strategies and a variety of assessment strategies in some contexts; however, most of their instruction is presented in traditional whole-group, teacher-centered fashion.</p>	<p>Teachers exhibit a deep understanding of subject matter, use a variety of appropriate instructional strategies, and use various assessment strategies to monitor student progress toward meeting rigorous and required standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.</p>	<p>Teachers exhibit a deep understanding of subject matter; differentiate instruction based on needs, interests, and backgrounds; use a variety of appropriate instructional strategies; and use various assessment strategies (e.g., constructed-response test items, reflective assessments, academic prompts, culminating performance tasks and projects, interviews, rubrics, peer response groups) to monitor student progress toward meeting rigorous standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above –

At my school, teachers often use flexible grouping to differentiate lessons according to the three Readiness levels which are remediation, maintenance, and extension. Flexible grouping assignments are provided in weekly lesson plan. Teachers implement the 3-Part Lesson Framework and the Balanced Mathematics Framework for quality instruction. The 3 part include the opening, work session including differentiation, and closure. During collaborative team meeting, teachers discuss plans for differentiated groups for the topics being taught. They discuss strategies on what has worked and recommendations on how to improve strategies that were not so effective. Balanced mathematics and literacy components in lesson plans are checked weekly by coaches. Also, teachers are observed during the week by administrator and coaches and observations are discussed during weekly administrative team meeting.

Here are few examples of assessment and instructional strategies used consistently at Fickett Elementary. Teachers engage students in daily Math talks in every classroom. Students are engage in targeted tasks assigned to flexible groups. Teachers also analyze reports on Lexile level of read books from the Accelerated Reading software.

Evidence: Lesson plans with differentiate activities for flexible groups

**RECOMMENDATIONS:**

I recommend the staff should continue to use the strategies that are in place. These strategies appear to be very effective in improving student learning at the school.

At Fickett, teachers and staff are promoting wide reading by allowing students to read books and test using Accelerated Reader software. However, it is not enforced or promoted enough. I think we should create some incentives that would get the students even more excited about reading.

Daily Lesson Plan Template		
<b>Week of:</b> October 21-22, 2013 <b>Day:</b> Monday thru Tuesday	<b>Subject:</b> Mathematics	<b>Grade:</b> 4 <sup>th</sup> <small>(Mr. Everett, Ms. Hopper, Ms. K. Scott, Ms. Woods)</small>
<b>Unit Title:</b> Unit: 1 - Whole Numbers, Place Value, and Rounding in Computation <b>Lesson Focus:</b> Students will find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. They will also illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
<b>CCGPS Standard/Element(s):</b> Use place value understanding and properties of operations to perform multi-digit arithmetic. <b>MCC4.NBT.6</b> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. <b>Standards for Mathematical Practice</b> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning		

<p><b>OPENING</b> Specify skills/information that will be learned.</p>	<p><b>Essential Question</b> <b>Step 1: Teacher and students talk about what they will learn and do (Communication of Learning Intentions)</b></p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• There are two common situations where division may be used: fair sharing (given the total amount and the number of equal groups, determine how many/much in each group) and measurement (given the total amount and the amount in a group, determine how many groups of the same size can be created).</li> <li>• Some division situations will produce a remainder, but the remainder will always be less than the divisor. If the remainder is greater than the divisor, that means at least one more can be given to each group (fair sharing) or at least one more group of the given size (the dividend) may be created.</li> <li>• How the remainder is explained depends on the problem situation.</li> <li>• The dividend, divisor, quotient, and remainder are related in the following manner: <math>\text{dividend} = \text{divisor} \times \text{quotient} + \text{remainder}</math>.</li> <li>• The quotient remains unchanged when both the dividend and the divisor are multiplied or divided by the same number.</li> <li>• The properties of multiplication and division help us solve computation problems easily and provide reasoning for choices we make in problem solving.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are remainders and divisors related?</li> <li>• How can a remainder affect the answer in a division problem?</li> <li>• What effect does a remainder have on my rounded answer?</li> <li>• What happens in division when there are zeroes in both the divisor and the dividend?</li> <li>• What is the meaning of a remainder in a division problem?</li> </ul> <p><b>Vocabulary:</b> (Use graphic organizers/models, such as the Frayer model, that enable students to derive their own understanding of the vocabulary) factor, multiple, product, quotient, divisor, dividend, remainder, mental math, partial quotient, partial product, area model, number line model</p> <p><b>Today you will use what you know about the relationship between multiplication and division, and your knowledge and skill with the partial product method of multiplication to solve division problems using the partial quotient method or traditional</b></p>
	<p><b>Introduction</b> <b>Step 2: How will you know when they have learned it? (Communication of Success Criteria)</b> <i>3.6 Communicates and presents materials clearly, and checks for understanding</i> <b>You are expected to prove the solutions to your division problems using a model and multiplication.</b></p>

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**Activities and Instructional Strategies**

**MARS Task:**

[Brain Only!](#) Learning Task

*Small Group/Partner Task* Patterns in  
Multiplication and Division

[How Are These Alike?](#) Learning Task

*Small Group/Partner Task* Patterns in  
Multiplication and Division

[What is  \$2500 \div 300\$ ?](#) Performance Task *Partner/Individual Task* Division with Zeroes;  
Understanding Remainders

[And the Question Is?](#) Performance Task *Partner/Individual Task* Interpreting Remainders

[Division Three in a Row](#) Performance Task

*Small Group/Partner Task* Dividing 2- by 1-Digit;  
Estimation

[Division Means Sharing](#) Learning Task

*Small Group Task* Fair Sharing Division,  
Using Base Ten Blocks

[Fourth Grade Finds Out How Many](#) Learning Task

*Small Group/Partner Task* Division Word Problems,  
Using Base Ten Blocks

[Packs of Bubble Gum](#) Learning Task

*Small Group/Partner Task* Division Using Partial Quotients and Area Model

[Play Ball!](#) Learning Task

*Small Group/Partner Task* Relationships between Common Division Algorithms

[Riding the Roller Coaster](#) Learning Task

*Partner/Individual Task* Relationships between Common Division Algorithms

**Step 3: Activating Approach/Warm Up/Engagement (*Build Commitment and Engagement*):**

*3.1 Engages students in active learning and maintains interest*

*3.2 Builds upon students' existing knowledge and skills*

**Lesson Opener:**

Yesterday we looked at division problems that used 3 digit dividends. What if we have more digits in in the problem?

Whole Group and Independent Practice:

Ask students if they think partial quotients would work with any division problem. Have them try to create and solve a problem when the divisor is 2 digits. (**Expansion of lesson for early finishers**)

- Students can create more real-life division problems that require reasoning about the remainder. They should practice writing problems for the following types of contexts.
  - A context that requires the quotient to be rounded to the next whole number, no matter the size of the remainder.
  - A context that requires the quotient to remain the same, no matter the size of the remainder.
  - A context that requires the remainder to be the answer to the problem.
  - A context that requires the remainder to be split up in equal parts.



**Students will rotate through the following centers before or after MARS task:**  
**Differentiation:** Student will rotate through the following learning centers division strategies.

**Station A:** Students performing at mastery level

**-Division Three in a Row Game:** Students will use color counters (a different color for each player), game board, pencil, and paper to play division game. They choose a divisor and dividend on game board and solve. Their goal is to be the first one to make “three-in-a-row,” horizontally, vertically, or diagonally. Student will also check their quotients using multiplication skills.

**-Common Core Activity:** Students will complete Common Core Math workbook pages.

**Station B:** Students who are ready for acceleration

**-Exercises with Problems;** Students will use division strategies to solve problems on index cards. Students will take turns. Mix the cards with problems on them and place them in a pile. Each player picks a card from the pile and finds the quotient. They will then write a short word problem to go with problems solved. Student will also check their quotients using multiplication skills.

**-Versa Tiles:** Students will solve Division problems using Versa Tiles activities and manipulatives

**Station C:** Students needing additional support

**-Divide and Score:** Students will division strategies to solve problems with dividend on game board and by rolling number numbers for the divisor. Students will check quotients using multiplication skills.

#### **Materials Needed**

- “Division Three in a Row Game Board” with color counters of different colors for each player, paper, pencil
- “Exercises with Problems” directions with index cards, paper, pencil, and problem handout
- “Divide and Score” directions and game board (printed on card stock and/or laminated for durability), color counter, number cubes
- Calculators(as needed)
- Color Counters

### PL 3.3 Sustained Development of Deep Understanding of Content and Strategies

Not Addressed	Emergent	Operational	X Fully Operational
<p>The principal and other leaders encourage but do not require teachers to participate in district-based professional development opportunities to increase knowledge of content, research-based instructional strategies, and assessments. There is minimal if any evidence of school-based professional development to promote student achievement. They create work schedules that result in teacher isolation and individual practice.</p>	<p>The principal and other leaders emphasize the importance of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. They create work schedules to support collegial interaction and sharing and encourage teachers to participate in district-based professional development focused on content, pedagogy, and assessment.</p>	<p>The principal and other leaders promote teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies as a high priority. They avoid large-scale trainings that may not address the needs of all participants. They create work schedules to support collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.</p>	<p>The principal and other leaders promote the sustained development of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. All professional development activities are purposeful and aligned with specific individual and group needs. They create work schedules to support <i>ongoing</i>, collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.</p>

**EVIDENCE:** In the space below, provide detail evidence supporting your rating above –

The district offer provides a variety of professional development that teachers can attend. They offer a plethora of sessions where teacher are given the opportunity to choose what they will participate in. The staff is given a list of sessions that are offered and must register on myPLC. Decisions are based on individual choice on what they feel will be the most rewarding to their individual or team needs. In these session, teachers are engaged in activities and presented with strategies related to the topic or content standards being presented. Most sessions are presented at a designated location outside of your assigned school. Teachers are required to Kronos in and out upon arrival and exiting. Teachers also must sign in and out at sessions upon arrival to the classroom and returning from lunch. These sessions are provided during pre-planning and post-planning.

Evidence for this standard: MyPLC Transcript of Professional Development I have attended and sign-up for. and Pre-Planning sign-in sheet from Instructional Coaches

**RECOMMENDATIONS:**

I recommend that the district continue to allow the opportunity for teachers to be presenters. I feel that the district provides a variety of professional development to choose from. However, I would suggest that the district makes sure that every presenter has all resources needed to present. For example, if the presenter is presenting a session on technology, it is vital that the location of the session has several operating computers in the lab. It is important to have what is needed in order for the session to be effective.

## User Transcript

Name: KRISTLE SCOTT  
 Employee ID: 119221  
 Sites: ELEMENTARY SCHOOL LEVEL, Fickett Elem School  
 Demographics:  Show/Hide Demographics (8)  
 Section End Date From:  [Reset](#)  
 Section End Date To:  [Reset](#)

[Search](#) [Email PDF](#) [Print](#)

#	Survey	Course #	Section #	Course Title	Credit Hours	Certificate #	Registration Status	Completion Date	Course Rating
1.	<a href="#">Take Survey</a>	134048	37980	Instructional Technology: Gamification in Education (Aug 27/Pre-Planning)	6.0 Number of Credits Clock Hours	--	Completed	08/02/2013	☆☆☆☆☆ Please rate this opportunity
2.	Survey completed August 1, 2013 <a href="#">View Survey</a>	123580	26332	Mandatory Ethics Training 2013-2014	2.0 Number of Credits Clock Hours	58773703	Completed	07/01/2013	☆☆☆☆☆ Please rate this opportunity

3.	<a href="#">Take Survey</a>	123620	26385	Differentiated Instruction Using Web 2.0 Tools (5/24 & 6/3 PL Days)	6.0 Number of Credits Clock Hours	--	Completed	05/30/2013	☆☆☆☆☆ Please rate this opportunity
4.	Survey completed May 8, 2013 <a href="#">View Survey</a>	111812	14310	Mathematics Professional Learning: February 18, 2013	6.0 Number of Credits Clock Hours	30036296	Completed	02/05/2013	☆☆☆☆☆ Please rate this opportunity
5.	Survey completed May 8, 2013 <a href="#">View Survey</a>	113190	10811	State Longitudinal Data System	1.0 Number of Credits Clock Hours	<a href="#">11310324</a>	Completed	02/07/2013	☆☆☆☆☆ Please rate this opportunity
6.	Survey completed May 8, 2013 <a href="#">View Survey</a>	111603	13751	District Staff Development Day around CCOPS	6.0 Number of Credits Clock Hours	07474067	Completed	11/13/2012	☆☆☆☆☆ Please rate this opportunity
7.	Survey completed May 8, 2013 <a href="#">View Survey</a>	111680	13900	GA DOE TLE Portal Orientation	1.0 Number of Credits Clock Hours	4503486	Completed	01/09/2013	☆☆☆☆☆ Please rate this opportunity
8.	Survey completed May 8, 2013 <a href="#">View Survey</a>	100578	1994	Teacher KEYS Introduction	1.0 Number of Credits Clock Hours	97968116	Completed	01/09/2013	☆☆☆☆☆ Please rate this opportunity
9.	<a href="#">Take Survey</a>	111499	13204	2013-2014 Principal Led Customer Service	2.0 Number of Credits Clock Hours	--	Completed	09/30/2012	☆☆☆☆☆ Please rate this opportunity
10.	<a href="#">Take Survey</a>	100629	100629	Mandatory Ethics Training 2012-13	2.0 Number of Credits Clock Hours	--	Completed	10/30/2012	☆☆☆☆☆ Please rate this opportunity
11.	Survey completed May 8, 2013 <a href="#">View Survey</a>	100115	1045	Visual Thesaurus (Online eSSENTIAL)	1.0 Number of Credits Clock Hours	92052846	Completed	10/05/2011	☆☆☆☆☆ Please rate this opportunity

<https://atlanta.truenorthlogic.com/ia/app/course/cert/11310324>

### PL 3.4 Partnerships to Support Student Learning

<b>Not Addressed</b>	<b>Emergent</b>	<b>Operational</b>	<b>X Fully Operational</b>
<p>There is no collaboration with parents or the community in developing activities to support learning. Communication through only written correspondence is limited to encouraging parents to attend school functions, yearly conferences, and performances.</p>	<p>There is a school committee to focus on developing community partnerships to support student learning. Communication through written correspondence or phone is about school programs, student progress, and encouraging attendance at school functions, yearly conferences, and performances.</p>	<p>There is a committee that works with families and the community through partnerships that develop programs to support student learning. Strategies are implemented to increase family involvement such as offering suggestions about ways parents can support student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, student work, homework, and school events) through a website, phone, email, voice mail, and written correspondence.</p>	<p>Partnerships among teachers, families, and the community are maintained to develop programs that support learning and enhance student skills and talents. Strategies are implemented to increase family involvement such as providing parent education workshops with information on child development and supporting student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, (student work, homework, and school events) through an interactive website, phone, email, voice mail and written correspondence.</p>

EVIDENCE: In the space below, provide detail evidence supporting your rating above –

My school has an abundant amount of evidence for this standard. Stakeholders' input is valued. The school provides various forms of communication and media to increase community awareness of instruction programs and events. At Fickett, parent involvement is a huge asset to the school's culture. Community is very involved. PTA plays a major role in our school environment. Parent liaison and volunteer staff members deliver a monthly training on academic and family support opportunities for stakeholders. Attendees are able to apply new information to support their student. Assigned school representatives manage the release of regular communications to stakeholders on a weekly basis. Principal Newsletters are sent out monthly. Every week, parent flyers and progress reports are sent home. Principal Round Table and Functional Team meetings are held monthly. Every day, the parent center is open for parents and volunteers.

Evidence for this standard: <http://www.fickettpa.org/>

RECOMMENDATIONS:

The school's website is updated throughout the school year. However, it is not updated as often as the PTA's website. I would recommend that the school's website be updated weekly. I would also recommend that pictures be uploaded on the website within a week if a major event has occurred. With this happening, the school website remains updated.

Every month, the school provides PTA meetings or projects to promote awareness within the community. To get more parents involved, I think more incentives should be distributed for attending events.