

CURRICULUM - *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).

C 1.1 Written and Aligned Curriculum Documents

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>No written curriculum documents (e.g., maps, units, scope and sequence documents, guides) exist to support the implementation of the Georgia Performance Standards, or the textbook is the curriculum.</p>	<p>Some written curriculum documents exist to support the GPS, but they are not complete at all grade levels and subject areas and/or do not address all of the Georgia Performance Standards.</p>	<p>Most curriculum documents reflect a planned, systematic alignment of content and skills with the GPS across a majority of grade and subject areas.</p>	<p>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.</p>

C 1.2 Horizontal and Vertical Alignment

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
There is little if any evidence of horizontal and vertical alignment within and across grade levels and subject areas.	There is some evidence of horizontal and vertical alignment, but the GPS elements are inconsistent within and across grade levels and subject areas.	There is general evidence of horizontal and vertical alignment among curriculum elements, but some additional work in this area would be beneficial.	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.

C 1.3 Curriculum Planning Process

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Because of the lack of curriculum planning, no students experience a curriculum that is rigorous and requires depth of understanding.	Because of inconsistent or sporadic curriculum planning, many students do not experience a rigorous curriculum that demands depth of understanding.	As a result of this process of curriculum planning, most students participate in a curriculum that requires some level of rigor and understanding.	As a result of this process of curriculum planning, all students participate in a curriculum that requires depth of understanding and rigor.

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).

C 2.1 School-wide Curriculum Collaboration

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Attempts to plan collaboratively and design curriculum are not evident.	Individual teachers or teams of teachers have begun to align curriculum and design units of study and related curriculum products without a consistent school-wide approach.	A majority of the staff collaborates to align the written curriculum (e.g., units, courses of study) with GPS, ensuring that they understand and implement the standards with consistency and in alignment with state expectations across most grade levels and subject areas.	Schoolwide 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.

C 2.2 Systematic and Consistent Approach to Collaborative Planning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
As a result of a lack of collaborative planning, there is no evidence of teachers agreeing on what all learners should know, do, and understand at key points in their education.	As a result of sporadic collaborative planning, there is inconsistency concerning expectations regarding what all learners should know, do, and understand within and across grade levels and subject areas.	As a result of this systematic approach to collaborative planning, there is general agreement concerning what all learners should know, do, and understand, but there are some areas where further agreement and consensus building are necessary.	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.

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

C 3.1 Monitor and Evaluate Curriculum Implementation

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Attempts to establish a systematic process for curriculum monitoring are not evident.	Administrators and teacher leaders attempt to monitor curriculum implementation absent of a systematic, school-wide process to ensure implementation of all Georgia Performance Standards.	Administrators and teacher leaders systematically monitor and evaluate implementation of aspects of the curriculum at points in the school year, but a greater level of consistency throughout the school year would ensure that the Georgia Performance Standards are fully and effectively taught.	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.

C 3.2 Curriculum Monitoring System

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
As a result of the absence of a systematic process for monitoring curriculum implementation, there is no review of performance data or student work to revise curriculum implementation and/or align available resources.	As a result of an inconsistent process for monitoring curriculum implementation, there is sporadic review of performance data and student work. Minimal revision of curriculum implementation and alignment of resources occurs as a result.	As a result of a systematic but inconsistent approach for monitoring curriculum implementation, there is only sporadic external review of student work to revise curriculum and align resources.	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.

ASSESSMENT - *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.

A 1.1 Cohesive, Comprehensive System for Assessing Student Progress

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
A system for assessing student progress does not exist.	Although no formal or complete system for assessment is in place, some teachers do use assessment data to monitor student achievement relative to GPS.	A formal assessment system has been implemented with elements of collaboration between administrators and instructional personnel. However, greater evidence of shared analysis of data and related adjustment of the teaching - learning process would enhance overall and individual student achievement.	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.

A 1.2 Teacher Articulation of Standards and Assessments

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Teachers are not able to articulate standards and do not utilize assessments to measure student progress toward the standards.	Some teachers demonstrate an understanding of the standards for which students are responsible and can adjust instruction to improve achievement. More extensive work in this area can improve overall and individual student performance.	Most teachers can articulate required standards and utilize assessments to measure student progress toward the standards, including identifying learning gaps and problems.	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.

A 1.3 Teacher Collaboration Regarding Desired Results and Assessments

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
There is little consistency among assessment practices with no evidence of teachers working together to determine desired results and design assessments.	There is some consistency among assessment practices among some teachers, but much more collaboration in this area would benefit student achievement and the school's overall approach to assessment.	Many teachers are consistent in how they collaborate to determine desired results and design assessment practices, but a more complete, balanced, and consistent approach to using a variety of assessment tools and tasks would be beneficial.	All teachers work together to determine desired results and design assessment practices which are consistent, balanced, and authentic.

A 1.4 Instruction Aligned to GPS and Adjusted to Meet Student Needs

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Instruction is not aligned to GPS or to emerging assessment data.	Some instruction is aligned to GPS and emerging assessment data, but much more consistent and complete attention to this process is required.	Instruction in many parts of the school is aligned to GPS and emerging assessment data, but some areas of the school would benefit from greater consistency and collaboration.	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.

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.

A 2.1 Diagnostic Assessment

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Little if any evidence is present of diagnostic assessment.	Diagnostic assessment is administered sporadically in a limited number of classrooms and subject areas with little evidence of teachers' use of diagnostic data to design and adjust instruction.	Diagnostic assessment is used in many but not all classrooms and subject areas to determine students' requisite background knowledge and skills and adjust instruction to accommodate students' readiness levels.	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.

A 2.2 Formative Assessment			
<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Little if any evidence is present of staff use of formative assessment from the beginning to end of instructional units.	Some evidence is present in a limited number of classrooms of teachers' use of formative assessment to monitor student progress over the course of instructional units. Much more attention to this form of assessment is required.	Many teachers use some type of formative assessment to monitor student progress from the beginning to the end of units. However, attention to implementing a more school-wide focus on formative assessment would enhance overall student achievement and the monitoring of individual student progress. Many teachers use formative assessment evidence on a limited basis to provide feedback to students.	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.

A 2.3 Summative Assessment			
<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Other than state-mandated standardized testing, no evidence is present of teacher use of summative assessment to evaluate student achievement of GPS.	In addition to standardized test data, some teachers use summative assessments to evaluate student achievement of GPS. However, this is not a school-wide, systematic process and the summative assessments in use reflect a limited range of assessment types and designs.	Many teachers use some form of summative assessments in addition to standardized tests to evaluate student achievement of GPS. However, a more consistent, systematic, and comprehensive school-wide use of this process would enhance the monitoring and evaluation of student achievement at the individual and aggregate levels.	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.

A 2.4 Balanced Assessment

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>A very limited range of assessment tasks and tools is used by a majority of teachers, with a collective emphasis upon tests and quizzes with items such as true - false, fill in the blank, and multiple choice.</p>	<p>Some teachers use a more balanced or complete range of assessment tasks and tools, including reflective assessments, prompts, and projects. However, a majority of teachers emphasize tests and quizzes as their primary diagnostic, formative, and assessment tools.</p>	<p>Many teachers have begun to use a range of diagnostic, formative, and summative assessment tasks to ensure balance in their approach to assessment. They include constructed-response test items, reflective assessments (e.g., logs, journals, think - pair - share), academic prompts, culminating performance tasks and projects, and portfolio assessment. However, a more regular, systematic approach to this process is necessary to expand student achievement results.</p>	<p>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.</p>

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.

A 3.1 Comprehensive Feedback-Adjustment Process

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>No formalized and systematic assessment process is in place to monitor and reinforce the continuous improvement of individual learners, subgroups of learners, and overall organizational productivity.</p>	<p>Although standardized testing data is included as part of the school planning process, no comprehensive school-wide process is in place to monitor and adjust instruction to ensure the continuous improvement of individual learners, subgroups of learners, or overall organizational achievement of school-wide goals.</p>	<p>A comprehensive continuous improvement process has been started at the school, with emphasis upon individual and sub-group achievement on standardized test results involving GPS. Greater emphasis should be placed upon social-relational and organizational goals as well as enhanced feedback-adjustment related to individual and student sub-group achievement of targeted improvement goals (e.g., conflict resolution, discipline, attendance, etc.).</p>	<p>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.</p>

INSTRUCTION - *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.

I 1.1 Shared Framework for Instruction

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Teaching is not driven by an organizing framework for instruction.	Some teaching is informed by an organizing framework for instruction, but there is evidence of inconsistency in using the framework to plan and deliver instruction.	Most teaching is informed by a consensus-driven organizing framework for instruction and student work with the intent of systematically aligning standards, instruction, and assessment.	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.

I 1.2 Consensus-Driven Framework for Instruction

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
No evidence of collaborative planning is present, resulting in a lack of instructional consistency with GPS within and across classrooms.	The collaborative planning related to state and district standards that does occur is weakened by a lack of a consensus-driven framework for instruction.	The collaborative planning that does occur is linked to standards and student learning needs and is sometimes aligned with a consensus-driven framework.	Teachers plan together using a consensus-driven framework in designing, monitoring, and revising instruction to ensure that students are progressing toward meeting the standards.

I 1.3 Learning Goals Aligned with GPS

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>Teaching is often driven by the textbook or is activities-based and unaligned with GPS. Students seldom understand the learning goals for which they are responsible.</p>	<p>Teaching is sometimes driven by the textbook or by activities, but there is some evidence of alignment with GPS. Students are frequently unclear about the learning goals for which they are responsible.</p>	<p>Learning goals are generally aligned with GPS, with teaching activities designed to help students achieve proficiency of GPS, but some activities-based lessons are still evident. As a result, some students can explain the learning goals for which they are responsible and how their work reflects standards.</p>	<p>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.</p>

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

I 2.1 Research-Based Learning Strategies and Processes

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Learning environments and classroom instruction lack evidence of research-based practices.	Some learning environments and classroom instruction reflect research-based practices, but a majority is teacher-centered, whole-group instruction, and worksheet- and textbook-driven.	Many learning environments and classroom instruction reflect some aspects of research-based practices, but additional work in this area would enhance student achievement results.	All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners.

I 2.2 Higher-Order Thinking Skills, Processes, and Habits

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Teachers do not emphasize and encourage students to use higher-order thinking skills and processes.	Some teachers emphasize and encourage students to use higher-order thinking skills and processes, but a majority would benefit from greater emphasis upon such strategies as higher-order questions, seminar strategies, and use of authentic projects and student investigations.	A majority of teachers use some strategies and processes to elicit students' higher-order thinking skills and processes, but consideration should be given to eliminating variations in use of these techniques or using them with only a select group of students.	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).

I 2.3 Differentiated Instruction

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
No evidence of differentiated instruction is apparent. Generally, all students are taught the same way.	Evidence of differentiation is sporadic, with a few teachers modifying content, process, product, and learning environment to accommodate students' needs and strengths, but a majority of instruction tends to be teacher-centered and whole-group in approach.	Many but not all teachers make some use of differentiated instruction, including modification of content, process, product, and learning environment to address readiness levels, interests, and learning styles. More work in differentiating instruction, assessment, and learning tasks would benefit student motivation and overall achievement.	All teachers make appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon diagnosis of students' readiness levels, learning styles, and interests and personal goals.

I 2.4 Student Work Products

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Student work does not reflect student achievement of GPS and related learning goals. Instead, work tends to be grade-driven and generally unrelated to standards.	Student work sporadically reflects students' achievement of GPS, although some work tends to emphasize grade-driven practices. A majority of work tends to be text or worksheet-driven with little demonstration of students' higher-order reasoning skills and processes.	Many student work products reflect students' achievement of GPS as well as some evidence of higher-order thinking skills and processes. More emphasis upon thinking skills, processes, and habits of mind would enhance student engagement.	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).

I 2.5 Flexible Grouping of Students			
<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
All students are tracked according to strict ability-level groupings which are not flexible or changing, or no grouping practices are used at all.	Some students benefit from flexible grouping, but a majority is assigned to rigid, non-flexible ability-level groupings that have high expectations for some and lower expectations for others. At times, grouping seems to lack purpose or goal orientation, resulting in an activity rather than a learning opportunity.	Many students experience a form of flexible grouping, but greater emphasis upon diagnosis and formative assessment would enhance the impact of these grouping practices. The more teachers use grouping to enhance achievement, the greater the overall gains and achievement of individual students.	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.
I 2.6 Timely, Systematic, Data-Driven Interventions			
<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
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 coaching as well as enhancement and acceleration.	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.

I 2.7 Use of Technology

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>Technology is either absent or only used mechanically to reinforce students' acquisition of basic skills. There is little evidence of student and teacher collaboration to use technology to enhance standards mastery or higher-order reasoning. No evidence of differentiation related to the use of technology is present, including assistive technology.</p>	<p>Technology is present to a limited extent, but it is either used in a small number of classes or as a tool for tutorials and drill. There is only isolated evidence of its use in the areas of promoting students' higher-order thinking and in differentiating instruction. No action plan is present to move toward whole-school use of technology to enhance the teaching - learning process, e.g., simulations, search engines, assistive technology.</p>	<p>Technology use is relatively expansive throughout the school, with much emphasis given to its use in supporting students' achievement of standards, including tutorials and remediation. There is general evidence of teachers' exploring the use of technology to reinforce higher-order reasoning and differentiation, but the school would benefit from additional resources, professional development, and curriculum integration related to technology. More emphasis should also be given to students' direct use and application of technology within their ongoing learning process.</p>	<p>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.</p>

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.

I 3.1 High and Clear Expectations

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
High and clear expectations for achievement are not evident, with a majority of students engaged in factual-recall learning that is textbook and worksheet driven.	High and clear expectations for achievement are apparent in selected classrooms, but not the entire schools. Although some students are held to high expectations, a majority are engaged in factual-recall learning that is textbook and worksheet driven.	High and clear expectations are established by a majority of students working with teachers to ensure achievement of GPS. Some but not all work is authentic and requires higher-order reasoning, but additional emphasis in this area would benefit overall and disaggregated student achievement results.	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.

I 3.2 Clear, Challenging, Aligned Learning Goals

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Learning goals are not established by students and teachers working collaboratively.	Teachers identify learning goals, but students do not share in the responsibility for goal setting.	Most teachers and students establish and identify clear, challenging learning goals for students that are aligned to GPS, but additional emphasis upon conceptual understanding and independent application would be useful.	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.

I 3.3 Students' Personal Efficacy and Responsibility

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>A majority of students appear to lack a sense of efficacy, assuming that the responsibility for monitoring learning is in the hands of the instructor.</p>	<p>Some students appear to demonstrate a sense of personal efficacy and responsibility, but the majority appears to depend upon the instructor to evaluate their progress and set evaluation criteria.</p>	<p>Most students demonstrate some degree of personal efficacy and responsibility, engaging somewhat actively in self-evaluation and self-monitoring. Some but not all students are engaged in identifying and in applying evaluation criteria in collaboration with the instructor (e.g., benchmark work and anchor papers, rubrics, scoring guides, checklists).</p>	<p>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.</p>

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

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

PL 1.1 Learning Teams

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

PL 1.2 Learning Community

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

PL 1.3 Instructional Leadership Development and Service

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

PL 1.4 School Culture for Team Learning and Continuous Improvement

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

PL 1.5 Job-Embedded Learning and Collaboration

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

PL 1.6 Resources Support Job-Embedded Professional Learning

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

***NOTE:** These Professional Learning Standards are taken directly from the Georgia Professional Learning Standards http://www.doe.k12.ga.us/documents/support/improvement/pl_professional_standards.pdf. The three Standards represent the division of the twelve Georgia PL Standards into the categories of Context (Standard 1), Process (Standard 2) and Content (Standard 3). The Elements are the actual twelve Georgia Professional Learning Standards. The rubric reflects desired outcomes for the standards as defined in Moving National Staff Development Council (NSDC) Staff Development Standards into Practice: Innovation Configurations 2003 edition.*

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

PL 2.1 Collaborative Analysis of Data

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

PL 2.2 Evaluating Impact of Professional Learning

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

PL 2.3 Interpreting and Using Research Results

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

PL 2.4 Long-Term, In-Depth Professional Learning

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

PL 2.5 Alignment of Professional Learning with Expected Outcomes

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

PL 2.6 Building Capacity to Use Research Results

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

PL 2.7 Knowledge about Effective Group Processes

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>Teachers and administrators lack knowledge about effective group processes and/or work alone, disregarding collective responsibility for student learning.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

NOTE: These Professional Learning Standards are taken directly from the Georgia Professional Learning Standards http://www.doe.k12.ga.us/documents/support/improvement/pl_professional_standards.pdf. The three Standards represent the division of the twelve Georgia PL Standards into the categories of Context (Standard 1), Process (Standard 2) and Content (Standard 3). The Elements are the actual twelve Georgia Professional Learning Standards. The rubric reflects desired outcomes for the standards as defined in Moving National Staff Development Council (NSDC) Staff Development Standards into Practice: Innovation Configurations 2003 edition.

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

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

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

PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies

Teachers demonstrate superficial knowledge of subject matter and mostly rely on textbooks. They primarily use lecture, seatwork, and discussion as instructional strategies and paper-and-pencil tests for assessment.

Teachers demonstrate breadth of subject matter, but the content they teach is often not aligned with required learning goals (e.g., GPS, district standards). They may use some engaging instructional strategies and a variety of assessment strategies in some contexts; however, most of their instruction is presented in traditional whole-group, teacher-centered fashion.

Teachers exhibit a deep understanding of subject matter, use a variety of appropriate instructional strategies, and use various assessment strategies to monitor student progress toward meeting rigorous and required standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.

Teachers exhibit a deep understanding of subject matter; differentiate instruction based on needs, interests, and backgrounds; use a variety of appropriate instructional strategies; and use various assessment strategies (e.g., constructed-response test items, reflective assessments, academic prompts, culminating performance tasks and projects, interviews, rubrics, peer response groups) to monitor student progress toward meeting rigorous standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.

PL 3.3 Sustained Development of Deep Understanding of Content and Strategies

The principal and other leaders encourage but do not require teachers to participate in district-based professional development opportunities to increase knowledge of content, research-based instructional strategies, and assessments. There is minimal if any evidence of school-based professional development to promote student achievement. They create work schedules that result in teacher isolation and individual practice.

The principal and other leaders emphasize the importance of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. They create work schedules to support collegial interaction and sharing and encourage teachers to participate in district-based professional development focused on content, pedagogy, and assessment.

The principal and other leaders promote teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies as a high priority. They avoid large-scale trainings that may not address the needs of all participants. They create work schedules to support collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.

The principal and other leaders promote the sustained development of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. All professional development activities are purposeful and aligned with specific individual and group needs. They create work schedules to support *ongoing*, collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.

PL 3.4 Partnerships to Support Student Learning

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>There is no collaboration with parents or the community in developing activities to support learning. Communication through only written correspondence is limited to encouraging parents to attend school functions, yearly conferences, and performances.</p>	<p>There is a school committee to focus on developing community partnerships to support student learning. Communication through written correspondence or phone is about school programs, student progress, and encouraging attendance at school functions, yearly conferences, and performances.</p>	<p>There is a committee that works with families and the community through partnerships that develop programs to support student learning. Strategies are implemented to increase family involvement such as offering suggestions about ways parents can support student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, student work, homework, and school events) through a website, phone, email, voice mail, and written correspondence.</p>	<p>Partnerships among teachers, families, and the community are maintained to develop programs that support learning and enhance student skills and talents. Strategies are implemented to increase family involvement such as providing parent education workshops with information on child development and supporting student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, (student work, homework, and school events) through an interactive website, phone, email, voice mail and written correspondence.</p>
<p>NOTE: These Professional Learning Standards are taken directly from the Georgia Professional Learning Standards http://www.doe.k12.ga.us/documents/support/improvement/pl_professional_standards.pdf</p>			

STUDENT, FAMILY, AND COMMUNITY INVOLVEMENT AND SUPPORT.

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.

SFC 1.1 Communication Between School and Parents and Community

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>There is little if any communication between the school and parents and community members other than during situations involving problems such as student discipline or during compliance events (e.g., annual school conferences, report cards).</p>	<p>There is some communication between the school and parents and community members beyond problem-based situations and compliance events. However, the school would benefit greatly from a much greater emphasis upon regular, two-way, and meaningful communication related to ways parents and community members might enhance the achievement of school improvement plan targets, especially student achievement targets.</p>	<p>There is ongoing communication between the school and parents and community members regarding both discipline and compliance events as well as some areas of overall student achievement. However, even further emphasis might be given to fostering parent and community two-way communication, particularly emphasizing ways these groups can support achievement of student performance targets.</p>	<p>Communication between the school and 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.</p>

SFC 1.2 School Promotes Parenting Skills			
<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
The school rarely if ever offers programs or initiatives that reinforce parenting skills among members of its community.	The school sometimes offers parent training programs and initiatives, but the sporadic nature of these programs combined with little if any follow-up and follow-through does not produce significant changes in student behavior, motivation, and/or achievement.	The school offers parent training programs and initiatives tied to key issues of student motivation and achievement, but a more extensive range of services specifically tied to parent sub-groups would expand the impact of these initiatives.	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.)
SFC 1.3 Parent Outreach and Training Programs			
<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Parents play little if any role in assisting student learning. A majority of parents expect the school to assume primary responsibility for student achievement and see little if any role for themselves in this process.	Some parents are beginning to assume a more direct and sustained role in reinforcing and promoting their children's academic achievement, but a majority of parents still assume that this is the primary responsibility of the school. In addition, there is little if any evidence of the school staff working to change this condition, particularly as part of the school improvement planning process.	As a result of parent outreach and training programs provided by the school, some groups of parents are beginning to assume a more direct and rigorous role in promoting their children's achievement. However, other individuals and subgroups should be invited to participate in these initiatives to expand the number of parents reinforcing student motivation, achievement, and academic success.	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).

SFC 1.4 Parents and Community Members Feel Welcomed in the School

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Parents and community members do not feel welcomed in the school and at off-site school functions. Their support and assistance is rarely sought as part of the school improvement planning process.	A limited number of parents and community members feel welcomed in the school and at off-site school functions. The support and assistance of a limited number of parents and community members is sought as part of the school improvement planning process, but a majority of parents feel excluded or uninvited.	Most parents and community members generally feel welcomed in the school and at off-site school functions. However, greater involvement should be encouraged for parents and community members to take a more active role in supporting the school improvement planning process.	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.

***Note:** These standards are taken from the National Standards for Parent/Family Involvement, published by The National Parent Teacher Association. Additional information and the complete text can be found at <http://www.schoolsmovingup.net/cs/wested/view/rs/31?x-t=wested.record.view>*

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.

SFC 2.1 Organizational Structures and Processes Encourage Student, Family, Community Involvement

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
<p>There are no opportunities for students, families, and/or community members to play an active and sustained role in school governance, decision-making, and problem-solving.</p>	<p>There are limited opportunities for students, families, and/or community members to play an active and sustained role in school governance, decision-making, and problem-solving. Those opportunities that do exist tend to be available to a select or limited number of individuals rather than a cross-section of stakeholders. Frequently, these structures and processes tend to confirm pre-determined decisions or solutions articulated by the administration. These structures and processes frequently tend to confirm pre-determined decisions or solutions articulated by the administration.</p>	<p>There are organizational structures and processes in place in many areas of school governance. They encourage the involvement of students, families, and community members to play a role in school governance, decision-making, and problem-solving. However, these structures and processes are not always cross-representational in composition. At times, they also tend to be limited in their scope or uses, resulting in the perception that they do not significantly change school operations or that they reflect the pre-determined goals and priorities of the school and/or system leadership.</p>	<p>There are numerous organizational structures and processes (e.g., PTSA's, 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.</p>

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

SFC 3.1 Seamless Connection Between School and Community Agencies

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
The school has not articulated ways in which its resources, personnel, or talent base could support the community. A working system for family support has not been initiated by the school.	The school has not been proactive in identifying or anticipating family or student needs; however, the school does have a protocol in place by which extreme cases of need would result in referral to outside appropriate agencies.	The school has established a system of support that predicts and addresses student and family needs. This system of support includes timely referral to appropriate family-based agencies, when appropriate. The school occasionally offers its resources to the community, including its physical facilities.	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.

SFC 3.2 Cross-Institutional Partnerships

<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
Cross-institutional partnerships are non-existent, or those that do exist are minimally functional and do not contribute to promoting the achievement and/or well being of a majority of students.	Cross-institutional partnerships are functional in some areas of the school, but an overall expansion of these activities would greatly enhance overall student achievement and the ability of the school to address the needs of the whole student (i.e., academic, social, emotional, physical).	Cross-institutional partnerships are functional in many areas of the school, but some partnerships might be expanded and enhanced to increase their impact upon key issues of student performance and well being (e.g., academic, social, emotional, physical).	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.