

Current Reality and GSAPS Review:

PART A

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### **Vision**

Joseph H. Huie Elementary School, in Forest Park Georgia, Clayton County Schools, is currently under the leadership of Dr. Roxanne Dixon, Principal, and Mrs. Jennett Jackson, Assistant Principal. They took the lead in September and October 2017, new to Huie and new to their positions, but with previous administration and leadership experience in Clayton County Schools. When asked, Dr. Dixon stated that the vision for technology use at Huie is same as the county's technology vision- "to integrate technology [into the classrooms] and to get technology into the hands of all students" (Personal Interview, 2018).

Huie also shares the Clayton County Public Schools' (CCPS) Vision, which states, "*The vision of Clayton County Public Schools is to be a district of excellence preparing ALL students to live and compete successfully in a global society*" (CCPS Website, 2018). Additionally, Huie ES has adopted the CCPS Mission statement as well. "*The mission of Clayton County Public Schools is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens*" (CCPS Website, 2018).

The Clayton County Public School District is rich with technology. This is the inaugural year of the implementation of the district-wide use of Google Tools. Integrating Technology along with three other focal points (Literacy Across the Curriculum, Numeracy, and Critical Thinking) are the instructional priorities outlined in the 2017-2018 Huie Elementary Comprehensive School Improvement Plan. This plan was created by the previous administrative team. Huie ES has student desktops in every classroom, multiple

laptop (and Google Chromebook) carts, a computer lab, interactive White boards in every classroom, and a host of other digital resources for both student and teacher use.

### **Needs Assessment**

According to Dr. Dixon, Huie conducts several surveys to assess the needs of the school in addition to the needs outlined in the current School Improvement Plan. At least two surveys were conducted since August 2017. Surveys are differentiated by each group of stakeholders: students, parents, staff, and teachers to get a comprehensive view of what Huie's stakeholders deem important for the Huie community. Often, a school's staff will make recommendations at the end of the year, for what they think they will need for the next year based on their challenges or limitations. New to Huie as well, one cannot say for certain whether this type of informal needs based assessment took place or not, but the district offers summer training for staff, most of which are voluntary.

### **Professional Learning**

Huie, like many Clayton County Public Schools provide professional development on an ongoing basis both in house (school-based) or at the district level (Professional Learning Center- PLC). Currently Huie conducts Half-Day Collaborative Planning once or twice per month. One grade level team of teachers will meet in the data room to discuss their planning agenda, plan lessons, discuss student work, score student writing samples, have data talks, or receive grade level or curriculum specific information/ training from either the Math or English Language Arts (Arts) Instructional Coach (or both). This model takes place for one half day from eight until eleven, while their students rotate among the Special Area teachers- Art Music, Physical Education (P.E.). At eleven o'clock, a different

grade level will enter the data room and conduct their half-day collaborative session until dismissal. Each group of teachers will served their students for one half day, and the other half of the day, students spend time in Specials. Additionally, at Huie ES, Grade level teachers meet weekly after school, and sometimes the Grade Level Chairperson will redeliver (or provide training) important information to the team. Teachers, new to CCPS are assigned mentors who meeting on a regular basis. The staff engage in Professional Development (PD) during scheduled faculty meeting. Dr. Dixon shares information (books titles, articles, videos, links, or best practices) via her digital/ electronic Monday Minutes presentation, that supports integrating technology. Dr. Dixon has shared via faculty meetings and via email that she plans to conduct a book during the 2018-2019 school year.

*“Most [of today’s youth] will have received permission to traverse the information superhighway unescorted before they are allowed to cross the streets in front of their houses.”*  
*Cathy Collin Block (2001, p.293), as quoted in Schneider’s Besides Google (2009).*

Mr. Henry, Media Specialist, conducts training on how to use Google tools regularly at faculty meetings. The county has implemented a county-wide initiative for teachers and students to use Google to facilitate collaboration, student engagement, and to increase student achievement.

Several trainers/ coaches conduct school-based training for their specific programs, like SRA Reading Mastery, and Corrective Reading for example. They visit the school several times each year. The i-Ready trainers are scheduled to visit each school in February to follow-up with the initial training from January 2018. The PLC hosts Professional Development classes both during school and after school hours.

### **Alignment to School Improvement Goals**

Professional Learning is linked to the School Improvement plan. During the year teachers are encouraged to take advantage of free professional development offered at Clayton's own S. Truett Cathy Professional Learning Center to address a teacher's weaknesses or their individual interest in the four critical areas identified in the Improvement Plan: Integrating Technology, Literacy Across the Curriculum, Numeracy, and Critical Thinking. Occasionally, faculty meetings will target one or more of the critical areas, but evening hours PD is optional unless a teacher has a poor evaluation then it is a TKES performance issue that must get addressed.

### **Funding and Incentives**

According to Dr. Dixon, Professional Development comes out of the Title I Budget and out of the money earmarked for Professional Development in the school budget. Specific amounts were not discussed, but the amount of district-wide required training cannot come at a cheap price and Clayton hosts mandatory training during Preplanning, post planning, and on several PD days when the students are out of school or on a break. Clayton County issues regular stipends to attend professional development especially during the Summer. Teachers in CCPS can earn extra vacation money depending on which classes they attend, and the number of classes they attend.

Dr. Dixon made an interesting observation regarding teachers receiving incentives for attending professional development. She said, "teachers, who want a Level IV on their TKES seek PD" (Interview, 2018).

### **Diversity**

According to the PublicSchoolReview.com website, Huie serves students pre-kindergarten through fifth grades with a student, teacher ratio of 17:1. Huie's students are 97% minority: 2% Asian, 37% Hispanic, 56% Black, 3% White, and 2% Two or more races. There are 95% of students who qualify for free lunch (2018).

Reading Mastery and Corrective Reading Coaches offer training at the district level (on one's own at the PLC), and on-site (at Huie ES). These Direct Instruction (DI) Reading programs are used with Students with disabilities (SDW) and with students in the Early Intervention Program (EIP), many of whom are also English Language Learners (ELL).

Huie has a new health care professional who comes into the school to serve students with emotional and/or behavioral concerns. A team of county-based Behavior Specialist were in the building February 12<sup>th</sup>, presenting Mindset De-escalation training to the faculty and staff. While Mindset training targets a specific group of students with behavioral concerns (e.g. Emotional Behavior Disorder), any student who is exhibiting noncompliant behaviors may benefit from a teacher getting into his or her "car"- by staying CALM, remaining AWARE of the situation, and showing RESPECT for oneself and for others during a time of crisis (Mindset De-escalation Trainers Presentation, 2018).

### **Collaboration**

Knight defines collaboration as "people working together as partners, reflecting and cocreating together" (2007, p. 28). At Huie ES, teachers have weekly collaborative time to "cocreate" lessons, team documents, data (graphs, lists, etc.) for examples to share or present on behalf of the grade level team. Dr. Dixon has implemented several building policies to facilitate

collaboration. Weekly grade level meetings, monthly half day collaborative planning, a common planning time, and faculty meetings are a few of the ways that Huie implements collaboration. Each grade level has a team or grade level Google Drive to collaborate, store, and share team information. Using Google calendars and sharing meetings is also one way the Department of Exceptional Students (DES) teachers collaborate. Often DES teachers are required to attend multiple meeting, having a shared or collaborative calendar helps us stay focused.

### **Evaluation**

The Clayton County Public Schools System use the Teacher Keys Effectiveness System (TKES) to conduct formal and informal observations of staff members. Some staff members are evaluated using LKES (Leader Keys Effectiveness System) to evaluate work performance. Huie has other content specific rubrics that are sometimes used by the coaches. Unfortunately, those measurements lend themselves to the coach providing top-down feedback rather than the desired collaborative exploration of data model where the teacher and the coach sit side-by-side and objectively discuss the data, not place judgement on or about the data (Knight, p. 123-124).

The Georgia Department of Education Website reports Huie's 2017 College and Career Ready Performance Index (CCRPI) Score as 63.7%. Were this a classroom test score, a letter grade of D would accompany this number.

## References

- Knight, Jim. (2007). Instructional coaching: A partnership approach to improving instruction. Corwin Press: Thousand Oaks.
- Schneider, Joan. (2009). Besides Google: Guiding Gifted Elementary Students Onto the Entrance Ramp of the Information Superhighway. *Gifted Child Today* 32,1

**PART B. GSAPS REVIEW (Template)-** Complete the Professional Learning *Georgia School Assessment of Performance 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)

Steps:

1. Obtain a copy of your school’s current Professional Learning Plan. Read the plan carefully.
2. Read and begin to answer questions Part A on page 6 of PL Current Reality/GSAPS Review Template.
3. Discuss the Professional Learning Plan with your school principal. Be sure to ask questions that help you reply to all components of Part A.
4. Expand your answers on Part A questions based on your discussion with the principal. Compose the Professional Learning Current Reality as a single narrative.
5. Complete Part B beginning of the PL Current Reality/GSAPS Review Template (see template below). Provide brief explanations of the evidence supporting your ratings (One piece of data will suffice). Provide brief explanations for your recommendation(s) on each standard.
6. Turn in your narrative for Part A and your completed GSAPS template for Part B

<p><b>Criterion 9 GSAPS Review</b> (PSC 5.3)  45 pts</p>	<p><i>The Georgia Assessment of Performance on School Standards</i> (GAPSS) review is <u>not</u> completed. (5 pts or less)</p>	<p>Explanations are <u>vague</u> or <u>incomplete</u>; OR recommendations are provided but not justified with anecdotal evidence and/or cited literature. (15 pts)</p>	<p>Explanations are detailed, recommendations are provided and justified with anecdotal evidence and/or cited literature. (30 pts)</p>	<p>Explanations are detailed; recommendations are provided and justified with anecdotal evidence and/or cited literature. Evidence is linked or viewable by reader. (45 pts)</p>
				<p style="text-align: center;"><b>_____ Total Points</b>  <b>125 Total Possible Points</b></p>

*PROFESSIONAL LEARNING*

The means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students

<b>Professional Learning Standard 1:</b> Aligns professional learning with needs identified through analysis of a variety of data			
<input type="checkbox"/> <b>Level 4</b> <b>Exemplary</b>	<input checked="" type="checkbox"/> <b>Level 3</b> <b>Operational</b>	<input type="checkbox"/> <b>Level 2</b> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <b>Not Evident</b>
Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	Professional learning needs are identified using limited sources of data.	Professional learning needs are identified using little or no data.
<p><b>EVIDENCE:</b> In the space below, provide detailed evidence supporting your rating above – Huie currently use student achievement data, student work, perception data (students, staff, teachers, and input from the leadership/administrative team).</p>			
<p><b>RECOMMENDATIONS:</b> I think that Huie should continue to use the same data, but maybe teachers will have buy-in, if they have a say in their PD (Knight, 2007 p.41-41).</p>			

<b>Professional Learning Standard 2:</b> Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance			
<input type="checkbox"/> <b>Level 4</b> <b>Exemplary</b>	<input checked="" type="checkbox"/> <b>Level 3</b> <b>Operational</b>	<input type="checkbox"/> <b>Level 2</b> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <b>Not Evident</b>
Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).
<b>EVIDENCE:</b> In the space below, provide detailed evidence supporting your rating above – At Huie, teachers engage in weekly grade level meetings to discuss student data, lesson plans, assessments, and best practices. At least once a month, grade level teams participate in a half day planning either AM (8-11) or PM (11:30-2:30).			
<b>RECOMMENDATIONS:</b> I suggest that during those half day planning sessions, ICs use the Top-Down Feedback model to discuss the data (Knight, 2007 p. 122-124).			

<b>Professional Learning Standard 3: Defines expectations for implementing professional learning</b>			
<input type="checkbox"/> <b>Level 4 Exemplary</b>	<input type="checkbox"/> <b>Level 3 Operational</b>	<input checked="" type="checkbox"/> <b>Level 2 Emerging</b>	<input type="checkbox"/> <b>Level 1 Not Evident</b>
Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.
<p><b>EVIDENCE:</b> In the space below, provide detailed evidence supporting your rating above –                      At Huie, and in most Clayton County Schools, Administrators make the final decisions regarding the building-wide PD. In some case, decisions are made at the county, or district level. Teachers made decisions regarding the PD they take on their own time (evenings, weekends, breaks, etc.).</p>			
<p><b>RECOMMENDATIONS:</b> My recommendation is to differentiate the PD. General Education teachers and Special Education (DES) teachers have different needs, therefore; they require separate PD. This information is not new in education, but those who make the final decisions may not always employ authentic listening (Knight, 2007 p. 60-61). Knight, says, “We also struggle to listen simply because we may not want to hear what others are saying (2007, p.61).</p>			

<b>Professional Learning Standard 4:</b> Uses multiple professional learning designs to support the various learning needs of the staff			
<input type="checkbox"/> <b>Level 4</b> <input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Level 3</b> <input type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Level 2</b> <input type="checkbox"/> <b>Emerging</b>	<input checked="" type="checkbox"/> <b>Level 1</b> <input checked="" type="checkbox"/> <b>Not Evident</b>
<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.</p>	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>
<p><b>EVIDENCE:</b> In the space below, provide detailed evidence supporting your rating above –                  Although Huie employs various forms of collaboration, the large majority of PD is delivered in a single lecture-style meeting that does not mimic the real-word application of what teachers should expect when employing said PD.</p>			
<p><b>RECOMMENDATIONS:</b> Knight states that “Praxis is the act of applying new ideas to our own lives” (2007, p. 49). I recommend that Clayton County should embed choice when delivering district-side PD, if not in content/ subject, then in location and or time. Bernstein (1983) as cited in Knight, believes “praxis requires choice, deliberation, and decisions about what is to be done in concrete situations (p. 160” (2007, p. 50) .</p>			

<b>Professional Learning Standard 5:</b> Allocates resources and establishes systems to support and sustain effective professional learning			
<input type="checkbox"/> <b>Level 4</b> <input type="checkbox"/> <b>Exemplary</b>	<input checked="" type="checkbox"/> <b>Level 3</b> <input checked="" type="checkbox"/> <b>Operational</b>	<input type="checkbox"/> <b>Level 2</b> <input type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <input type="checkbox"/> <b>Not Evident</b>
<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	<p>Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.</p>	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>
<p><b>EVIDENCE:</b> In the space below, provide detailed evidence supporting your rating above – Clayton County spends a lot of money on PD. They offer stipends to teachers who attend specific PD throughout the year, but especially during Summer.</p>			
<p><b>RECOMMENDATIONS:</b> I recommend that the district stop paying teachers to attend PD, but offer incentives for passing an end of PD assessment or for implementing the practices in their classrooms.</p>			

<b>Professional Learning Standard 6:</b> Monitors and evaluates the impact of professional learning on staff practices and student learning			
<input type="checkbox"/> <b>Level 4</b> <input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Level 3</b> <input type="checkbox"/> <b>Operational</b>	<input checked="" type="checkbox"/> <b>Level 2</b> <input checked="" type="checkbox"/> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <input type="checkbox"/> <b>Not Evident</b>
Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.
<p><b>EVIDENCE:</b> In the space below, provide detailed evidence supporting your rating above –            At Huie, Reading Mastery Coaches visit the school to conduct on-site training and offer real-time feedback and instructional practice. If there are other follow up trainings, I am not aware of them because ai have not personally participated in any.            February, 16<sup>th</sup>, the i-Ready trainers came to Huie to conduct follow up training on site, but I was not scheduled to attend. Genera Education and Early Intervention Program (EIP) teachers received the follow up. Everyone was present for the initial training, General Education and Special Education teachers.</p>			
<p><b>RECOMMENDATIONS:</b> I recommend that all training and follow ups are differentiated to maximize implementation, and instructional practices.</p>			

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

<input type="checkbox"/> <b>Level 4</b> <b>Exemplary</b>	<input type="checkbox"/> <b>Level 3</b> <b>Operational</b>	<input checked="" type="checkbox"/> <b>Level 2</b> <b>Emerging</b>	<input type="checkbox"/> <b>Level 1</b> <b>Not Evident</b>
<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>	<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 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 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>

EVIDENCE: In the space below, provide detailed evidence supporting your rating above –  
 At Huie, I find that this is true in Special Education (DES) classrooms, English Language Learner (ELL) classroom and perhaps in General Education classrooms where there are at least one of these subgroups (DES or ELL) of students.

RECOMMENDATIONS: I recommend that DES and ELL teachers conduct at least three (beginning, middle, end) PD or informal training in their buildings to inform and to educate all staff regarding students who receive DES and/or ELL services.