Protocol Standards and Evidence

School Level Checklist

District: _____ **School:** _____ **Reviewer:** _____ **Date:** _____

May 2010 printing

2.1 SCHOOL LEVEL – PLANNING	DOCUMENTS, QUESTIONS, AND PROBES
2.1.1. School Needs Assessment: At least annually the school identifies professional learning needs through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance, and other school data.	Ask for copies of: ♦ Individual Professional Development Plans ♦ School Improvement Plan ♦ School Plans for Professional Learning ♦ School Reading Plan ♦ School Technology Plan ♦ School Differentiated Accountability plan, if applicable ♦ Response to Intervention Model and district/state expectations, when appropriate ♦ Documentation of the use of disaggregated student achievement and behavioral data for planning professional learning ♦ Florida Continuous Improvement Model documents, when appropriate ♦ Documentation of reviews and analyses of IPDPs across educators by grade/subject area ♦ Calendars documenting professional learning ♦ Course outlines for planned professional learning ♦ Calendars or other schedules maintained by principal/assistant principal showing meetings with educators to review IPDPs ♦ Expenditure reports on professional learning Check needs assessment for use of disaggregated data in determining professional learning needs. *Describe the ways in which this school determines the professional learning needs of the faculty.*

Notes:

Rating: _____

2.1 SCHOOL LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
2.1.2. Reviewing Professional Development Plans: The school administrator meets with individual educators to review the IPDP and identify additional individual professional learning needs based on performance appraisal data and priorities for students, grade levels, school, content areas or the whole school.	Review all IPDPs generated for the last two years in the school. Review records of professional learning participation by selected educators for the last two years. *Tell me about the process you use to review the development of educators' IPDPs.*

Notes:

Rating: _____

2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator uses information from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty.	Review last year's and this year's IPDPs for educators. *Describe how Annual Performance Appraisal Data are used in planning for professional learning in this school. Describe any recent examples of groups of educators who needed specific assistance and how it was provided.*

Notes:

Rating: _____

2.1 SCHOOL LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
2.1.4. Generating a School-wide Professional Development Plan: As part of the School Improvement Plan and in collaboration with the district's Professional Development System, the school administrator and School Advisory Council generate a school-wide Professional Development Plan that includes research- and/or evidence-based professional development aligned to identified classroom level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.	Review the School Improvement Plan, School Technology Plan, School Differentiated Accountability plan if appropriate, school professional learning calendars, and other related documents. Check to ensure concentration on research- and/or evidence-based professional learning and alignment with disaggregated student achievement data, annual performance appraisal data for educators and administrators, annual school reports, IPDPs, and school and district strategic planning. *Tell me about the process the school uses to incorporate results from evaluations of IPDPs into the School Improvement Plan.* *How does the school determine that professional learning is based on scientific research and evidence?*

Notes:

Rating: _____

2.1 SCHOOL LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
2.1.5. Individual Leadership Development Plan: School administrators create and implement Individual Leadership Development Plans that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP, and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan that determines the effectiveness of the Individual Leadership Development Plan.	Review the Individual Leadership Development Plan for the principal and other administrators in the building. *Tell me about the process used to develop your personal Individual Leadership Development Plan.* *How do the goals in the plan relate to identified student needs within this school?* *Who in this school has an ILDP?* Review them.

Notes:

Rating: _____

2.2 SCHOOL LEVEL –LEARNING	DOCUMENTS, QUESTIONS, AND PROBES
2.2.1. Learning Communities: School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members' IPDPs and the school and district goals for student achievement.	NOTE: Learning communities are groups of faculty who meet regularly to study more effective learning and teaching practices in order to achieve the identified learning goal of the group. Review Documents including learning community agendas, learning objectives, notes, schedules, and plans. ***Describe how your school organizes teachers into professional learning communities. Describe the structures of support in place for these groups.***

Notes:

Rating: _____

2.2.2. Content Focused: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.	Select from the School Improvement Plan or other documents describing the planned professional learning for the school one or two professional learning programs or efforts for review. Include learning communities if they are prevalent in the school. Ask these questions concerning the professional learning: ***Describe the professional learning in which your school participated on [topic listed in school's professional learning plan].*** ***How did the school determine that the professional learning on [topic listed in school's professional learning plan] is research- and/or evidence-based?***

Notes:

Rating: _____

2.2 SCHOOL LEVEL – LEARNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
2.2.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.	*Tell me how the professional learning was facilitated on [insert selected topic]?* Probe for examples of modeling the skills that were to be used; practice of the skills; feedback on performance during the professional learning session; facilitating the class using the same techniques and strategies to be using with students.

Notes:

Rating: _____

2.2.4. Sustained Professional Learning	
2.2.4. Sustained Professional Learning: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.	*How many professional learning sessions did educators participate in for one topic or length of time for the professional learning on [selected topic]?* Probe for: number of professional learning sessions, length of time for each session, frequency of sessions, and overall total learning time. *How appropriate was the length of time for the skills being taught?* *Generally, how sustained and intensive is the professional learning in which educators participate, considering the types of skills and knowledge being learned?* *What level of mastery is usually attained by the end of the sessions?* *Tell me about the amount of time you spent in professional learning on [insert selected topic].*

Notes:

Rating: _____

2.2 SCHOOL LEVEL – LEARNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
2.2.5. Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.	*Describe how technology or distance learning supported and enhanced the recent professional learning in [insert selected topic] and the application and assessment of that learning.* *Generally, describe how technology was used to support professional learning at the school in the last two years. In what ways was the technology appropriate for the skills being taught?* Probe for distance learning, webinars, teleconferences, podcasts, wikis, websites, DVDs, embedded video clips in PowerPoint presentations, Smart Boards, hand-held devices or PDAs, graphing calculators, computer programs or displays, and other types of technology.

Notes:

Rating: _____

2.2.6. Time Resources: Sufficient time within the work day is available and used for professional learning.	Review the district and school calendars and any other documents containing references to professional learning hours or allotted times. *Describe the amount of time allocated for professional learning in this district and school in which teachers must participate.* *In your experience, is there sufficient time to conduct the professional learning that faculty need?*

Notes:

Rating: _____

2.2 SCHOOL LEVEL – LEARNING(CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
2.2.7. Coordinated Records: School administrators regularly generate and review reports on faculty participation in professional learning.	*Describe the system used to document participation of educators in professional learning and the number of inservice points earned toward recertification.* *How easy is it to access this system?* *Describe the reports generated recently from this system and your use of the reports.*

Notes:

Rating: _____

2.3 SCHOOL LEVEL – IMPLEMENTING	DOCUMENTS, QUESTIONS, AND PROBES
2.3.1. Implementation of Learning: The school provides follow-up support to facilitate implementation of professional learning in the workplace.	*Describe the support the school provides to assist educators in implementing newly learned skills and methods.* *How do you determine that educators are using the new knowledge and skills in their classroom teaching?*

Notes:

Rating: _____

2.3 SCHOOL LEVEL – IMPLEMENTING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
2.3.2. Coaching and Mentoring: The school provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.	*Describe any coaching or mentoring programs or activities that are used to follow-up on professional learning at this school.* Probe for a facilitator, coach or mentor going to classrooms to help educators implement the new skills/professional learning. *How long does the coaching or mentoring last?* *What determines when the coaching or mentoring ends?*

Notes:

Rating: _____

2.3.3. Web-based Resources and Assistance: The school supports the implementation of professional learning through school and district web-based resources and facilitates educator awareness of and access to district web-based resources.	*What type of web-based resources and assistance have educators been offered as follow-up assistance after professional learning?* Probe for specific methods.

Notes:

Rating: _____

2.4 SCHOOL LEVEL – EVALUATING	DOCUMENTS, QUESTIONS, AND PROBES
2.4.1. Implementing the Plan: At least annually the school conducts an evaluation of the degree of fidelity with which the school's Professional Development Plan is implemented.	Review the school's SIP and any documentation of the evaluations conducted of progress in implementing the SIP in preparation for the next year's planning. Review summaries of educator participation in professional development and any analyses of percentages of targeted teachers participating or additional professional learning conducted to ensure all targeted teachers participated. *How does this school document that designated educators participated in planned professional learning for major initiatives?*

Notes:

Rating: _____

2.4.2. Changes in Educator Practice: The school conducts an evaluation of the Professional Development Plan to assess its impact on educator practices at the classroom and/or school level.	*How does this school document that educators actually use the skills and knowledge they gained from professional learning in their classrooms?*

Notes:

Rating: _____

2.4 SCHOOL LEVEL – EVALUATING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
2.4.3. Changes in Students: The school conducts an evaluation of the Professional Development Plan to assess its impact on student performance.	*Describe the way this school evaluates the impact of professional learning on student performance levels. What changes have occurred in student performance that resulted from the professional learning faculty received?*

Notes:

Rating: _____

2.4.4. Evaluation Measures: Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.	*What evaluation methods were used to document changes in student performance resulting from the professional learning?* *Have you or faculty in the school been involved in any action research stemming from or associated with recent professional learning?*

Notes:

Rating: _____

2.4 SCHOOL LEVEL – EVALUATING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
2.4.5. Use of Results: School administrators and the School Advisory Council review school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.	Check to see how evaluations of professional learning were integrated into the plan. *How have the results from the previous year's evaluations of your school-wide professional learning system been used in planning your school improvement plan and/or the school's professional development plan?*

Notes:

Rating: _____

Overall Notes/Comments: