
Protocol Standards and Evidence



School Level Checklist

District: _____ School: _____ Reviewers: _____ Date: _____

Revised: August 2006

Confidential

Protocol Standards and Evidence – School Level Checklist

Rating Scale: 1. Unacceptable 2. Marginal 3. Good 4. Excellent

2.1 SCHOOL LEVEL – PLANNING	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.1.1. School Needs Assessment: The school conducts an annual needs assessment that includes a classroom-by-classroom analysis of disaggregated student achievement data by content area and skills and surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.</p>	<p>Ask for copies of:</p> <ul style="list-style-type: none"> ◆ Individual Professional Development Plans ◆ School Improvement Plan ◆ School Plans for Professional Development ◆ Assessment of perceived needs for professional development ◆ Documentation of the use of disaggregated data for planning professional development ◆ Documentation of reviews and analyses of IPDPs across teachers by grade/subject area ◆ Calendars documenting professional development ◆ Course outlines for training delivered ◆ Calendars or other schedules maintained by principal/assistant principal showing meetings with teachers to review IPDPs ◆ Budgets and expenditure reports on professional development <p>Check needs assessment for use of disaggregated data and other surveys or methods of collecting information on training needs (2.1.1). <i>Describe the ways in which this school determines the professional development needs of the faculty.</i></p>
<p>Notes:</p> <div style="height: 100px; border: 1px solid black;"></div>	
<p>Rating: _____</p>	

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2.1 SCHOOL LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.1.6. Content: Training activities specified in the school’s professional development system focus primarily on the content areas specified in s. 1012.98 F.S.</p>	<p>Check School-wide Professional Development System to determine items in 2.1.6. (content focused on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety).</p> <p><i>Describe how the professional development offerings for this school directly relate to teaching.</i></p>
<p><u>Notes:</u></p>	
<p>Rating: _____</p>	
<p>2.1.7. Learning Communities: The school organizes adults into learning communities whose goals are aligned with those of the school and district.</p>	<p>NOTE: Learning communities are small groups of faculty who meet regularly to study more effective learning and teaching practices.</p> <p><i>Describe how your school organizes teachers into learning communities.</i></p>
<p><u>Notes:</u></p>	
<p>Rating: _____</p>	

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2.2 SCHOOL LEVEL – DELIVERY	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the objectives specified in the school’s Professional Development System.</p>	<p>Select from the School-wide Professional Development System one or two courses/classes for review. Ask these questions concerning delivery of the professional development: <i>Describe the professional development your school received on [topic listed in professional development system].</i> <i>How did the training objectives reflect the objectives listed in your professional development system?</i></p>
<p><u>Notes:</u></p> <div style="text-align: right; margin-top: 20px;">Rating: _____</div>	
<p>2.2.2. Learning Strategies: The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.</p>	<p><i>Tell me about how the trainer conducted the training.</i> Probes: <i>How did the instructor model the skills that were to be used? Describe any of these methods that might have been used: practice of the skills; feedback to you on your performance during the training session; teaching the class using the same techniques and strategies you are to be using with students.</i> <i>Generally, how do the professional development instructors model effective teaching practices?</i></p>
<p><u>Notes:</u></p> <div style="text-align: right; margin-top: 20px;">Rating: _____</div>	

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2.2 SCHOOL LEVEL – DELIVERY (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.2.3. Sustained Training: Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.</p>	<p><i>How many training sessions did teachers attend for one topic or length of time for the training? Considering the skills being taught, how appropriate was the length of time for training? Generally, how sustained and intense is the professional development teachers receive, considering the types of skills and knowledge being taught? What level of mastery is usually attained by the end of the sessions?</i></p>
<p><u>Notes:</u></p>	
<p>Rating: _____</p>	
<p>2.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.</p>	<p><i>What kind of technology did the instructor use in teaching the class? Generally, describe how technology was used to deliver the professional development at the school in the last two years. In what ways was the technology appropriate for the skills being taught? Probe for videos, Smart Boards, hand-held computers or PDAs, graphing calculators, websites, online courses, computer programs and other types of technology.</i></p>
<p><u>Notes:</u></p>	
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2.3 SCHOOL LEVEL – FOLLOW-UP	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.3.1. Transfer to Students: The participants use the knowledge and skills learned in training to instruct students in the classroom.</p>	<p><i>Please describe for me how teachers have used what they learned in the professional development in their classrooms. How did you determine the transfer of knowledge and skills gained into the classroom?</i></p>
<p><u>Notes:</u></p> <div style="text-align: right; margin-top: 100px;">Rating: _____</div>	
<p>2.3.2. Coaching and Mentoring: The trainers or others provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.</p>	<p><i>Describe any coaching or mentoring programs or activities that are used to follow-up on professional development at this school. Do instructors or a coach or mentor go to classrooms to help teachers implement the new skills/training? Does anyone else help teachers implement the new skills/training? How long does the coaching or mentoring last? Do you or others observe that teachers have mastered the new skills/training before the coaching/mentoring is discontinued?</i></p>
<p><u>Notes:</u></p> <div style="text-align: right; margin-top: 100px;">Rating: _____</div>	

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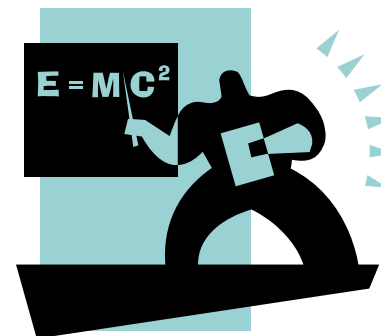
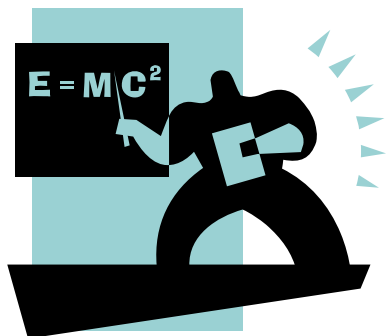
Rating Scale: 1. Unacceptable 2. Marginal 3. Good 4. Excellent

2.4 SCHOOL LEVEL – EVALUATION	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.4.1. Implementing the System: The school conducts an evaluation that documents that the school-wide Professional Development System was implemented as written or revised and that faculty members applied the newly learned knowledge and skills in the classroom.</p>	<p>Review the SIP plan or other documents for evidence that the school checks to determine the success of the plan.</p> <p><i>How does this school document that targeted teachers participated in planned professional development for major initiatives?</i></p> <p><i>How does this school document that teachers actually use the skills and knowledge they gained from professional development in their classrooms?</i></p>
<p><u>Notes:</u></p> <div style="text-align: right; margin-top: 100px;">Rating: _____</div>	
<p>2.4.2. Student Changes: The evaluation documents that the professional development accessed contributed to expected student performance gains.</p>	<p><i>Describe the way this school evaluates the impact of professional development on student performance levels. What changes have occurred in student performance that resulted from the professional development faculty received?</i></p>
<p><u>Notes:</u></p> <div style="text-align: right; margin-top: 100px;">Rating: _____</div>	

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2.4 SCHOOL LEVEL – EVALUATION (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, action research, and checklists of student performance when appropriate.</p>	<p><i>What evaluation methods were used to document changes in student performance resulting from the professional development?</i></p> <p><i>Have you or faculty in the school been involved in any action research stemming from or associated with the professional development received?</i></p>
<p><u>Notes:</u></p> <div style="text-align: right; margin-top: 100px;">Rating: _____</div>	
<p>2.4.4. Use of Results: The school administrator and School Advisory Council use the results of the school-level evaluation as part of the needs assessment process for the next school year’s professional development planning process and to eliminate ineffective programs and strategies and expand effective ones.</p>	<p>Review any end-of-year summaries of SIP progress and outcomes.</p> <p><i>How have the results from the evaluations of your school-wide professional development system been used?</i></p>
<p><u>Notes:</u></p> <div style="text-align: right; margin-top: 100px;">Rating: _____</div>	



Faculty Summary

District: _____ School: _____ Reviewers: _____ Date: _____

Revised: August 2006

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Team Level – Faculty Level

Rating Scale: 1. Unacceptable 2. Marginal 3. Good 4. Excellent

1.1 FACULTY LEVEL – PLANNING	Teacher Ratings					School Rating
	1	2	3	4	5	
1.1.1. Individual Needs Assessment: The faculty member reviews classroom-level reports of disaggregated student achievement data <i>by content area and skills</i> in addition to school initiatives, the School Improvement Plan, teacher certification needs, professional growth interests, and other information to identify individual needs for additional professional development.						
1.1.2. Administrator Review: The faculty member meets with the school administrator to determine any additional training needs based on performance appraisal data and school or grade level priorities.						
1.1.3. Priority of Needs: First priority in determining professional development is given to needs identified through disaggregated classroom-level student achievement data.						
1.1.4. Individual Professional Development Plan: Individual Professional Development Plan (IPDP) is directly related to specific student performance data for those areas to which the teacher is assigned, contains clearly defined training objectives, specifies measurable improvement in student performance resulting from the training activity, and includes an evaluation component documenting the expected student performance gains						
1.1.5. Content: Training activities in the plan focus primarily on the content areas specified in s. 1012.98 F.S.						
1.1.6. Learning Communities: The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district.						
<u>Summary of 1.1 Faculty Level - Planning:</u>						

Team Level – Faculty Level

Rating Scale: 1. Unacceptable 2. Marginal 3. Good 4. Excellent

1.1 FACULTY LEVEL – PLANNING	Teacher Ratings					School Rating
	1	2	3	4	5	
1.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the objectives specified in the IPDP.						
1.2.2. Learning Strategies: The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.						
1.2.3. Sustained Training: Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the faculty member.						
1.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.						
1.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.						
1.2.6. Coordinated Records: The school faculty can easily access the district-maintained up-to-date records for all professional development including certification and inservice points.						
<u>Summary of 1.2 Faculty Level - Delivery:</u>						

Team Level – Faculty Level

Rating Scale: 1. Unacceptable 2. Marginal 3. Good 4. Excellent

1.1 FACULTY LEVEL – PLANNING	Teacher Ratings					School Rating
	1	2	3	4	5	
1.3.1. Transfer to Students: The faculty member uses the knowledge and skills learned in training to instruct students in the classroom.						
1.3.2. Coaching and Mentoring: The trainers or others provide support and assistance through coaching and mentoring to the faculty member to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.						
1.3.3. Web-based Resources and Assistance: The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.						
<u>Summary of 1.3 Faculty Level – Follow-up:</u>						

Team Level – Faculty Level

Rating Scale: 1. Unacceptable 2. Marginal 3. Good 4. Excellent

1.1 FACULTY LEVEL – PLANNING	Teacher Ratings					School Rating
	1	2	3	4	5	
1.4.1. Implementing the Plan: The faculty member and school administrator conduct an evaluation that documents that the IPDP was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.						
1.4.2. Student Changes: The faculty member documents the professional development accessed contributed to expected student performance gains.						
1.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, and checklists of student performance when appropriate.						
1.4.4. Action Research: Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.						
1.4.5. Use of Results: The faculty member uses the results of the IPDP evaluation as part of the needs assessment process for the next school year’s IPDP development and to discontinue professional development if it does not demonstrate improvements in student performance.						
<u>Summary of 1.4 Faculty Level - Evaluation:</u>						