

PROFESSIONAL DEVELOPMENT PLAN

2024



2025

Teacher Professional Development

A Means to a Higher Goal—Improving Student Performance,
Preparing Students for College, Career, and Life

*Inspiring Possibilities...
Defining Success*

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PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERS

Central Office

Heather Beaulieu, *Deputy Superintendent*

Troy Hogg, *Asst Superintendent Elementary Education*

Gary Verslues, *Asst Superintendent Secondary Education*

Susan Rutherford, *Professional Development*

Julie Wankum, *Curriculum Coordinator*

Secondary Schools *(Seven School Representatives; One Ex-Officio)*

Alex Miriani (Ex-Officio)

JC High School

Angel Wimberly

Lewis & Clark

Mike Bostwick

NCC

Stacy

Buschman

Thomas Jefferson

Jeni DeFeo

Lindsey Schwarzer

ICAC

Corina

Henderson

CC High School

Ashley Angle

Elementary Schools *(16 School Representatives; One Ex-Officio)*

(Ex-Officio)

Belair

Bryanna Norman

East

Ashley Crisp

Katelyn Rush

North

Kendra Windsor

Thorpe Gordon

Lindsey Wilde

Tara Barbour

Callaway Hills

Kim Bowden

Lawson

Katrina

Dudenhoeffer

South

Leah Goodin

West

Brittney Pfenenger

Melissa Combs

Cedar Hill

Stephanie Green

Jennifer McBaine

Moreau Heights

Shannon Gann

Pioneer Trail

Christina Smith

SWECC

Taylor Frank

JEFFERSON CITY SCHOOL DISTRICT DISTRICT OF CHAMPIONS

Game Plan

Our Vision? To become the premier school district in MO!

We will strive to become the premier school district in the state of MO as we raise the bar in a culture of high expectations while growing our traditions of pride through excellence.

Why do we exist? To give every student hope for a better tomorrow!

We exist to give every student hope for a better tomorrow by helping them reach their potential while cultivating student success.

How will we become the premier school district in MO? Collective Action

We will build a culture in which all JC Schools stakeholders are motivated to be difference makers in the lives of every student through a shared belief of collective action.

Organizational pillars guiding us in becoming the premier school district in MO

- Learning – *We* are learners inside and outside of the classroom.
- Partnerships – *We* are partnered through stakeholder collaboration.
- Stewardship – *We* are good stewards of patron resources.

Core values in guiding us to become the premier school district in MO

We believe...

- we will impact student success.
- every student can and will learn.
- we are stronger together.

Priorities to become the premier school district in MO

- Focus on the learning process – Specifically instructional leadership, staff development and CIA (curriculum, instruction & assessments)
- Focus on the workplace culture – Culture of collective action, core values and communication with clear roles and expectations
- Focus on student behaviors – Model, teach and expect appropriate social and behavioral skills

Long Term Stretch Goal

- 100% of students at/above grade reading level or meeting educational goals

Short Term Goals

- Achieve college/career/life ready
- Engage families and support students
- Narrow the achievement gap

PROFESSIONAL DEVELOPMENT

Mission

The mission of the Jefferson City School District Professional Development Committee is to improve student achievement through professional development opportunities for teachers to continually improve instruction. Effective professional development is a cooperative effort involving teachers, administrators, and school board members. Higher education, the Department of Elementary and Secondary Education, professional organizations, and community resources are used to enhance high quality professional development.

Purpose and Scope

The Professional Development Committee (PDC) is mandated by the Excellence in Education Act of 1985. The purpose of the committee is to stimulate and encourage professional growth. The PDC is charged with these responsibilities:

- Assist new teachers;
- Assess student data and faculty in-service needs;
- Identify instructional concerns and remedies;
- Present ideas about classroom instruction to the administration;
- Serve as consultant regarding professional development procedures.

To improve student achievement, high quality professional development is aligned with the Jefferson City District Comprehensive School Improvement Plan (CSIP), individual school improvement plans, state mandates, Missouri School Improvement Program (MSIP) requirements, and International Society for Technology in Education (ISTE) National Education Technology standards. The JC Schools Deputy Superintendent and the Professional Development Committee consult with administrators regarding these goals, needs and objectives to allocate funds based on written proposals reflecting research-based instructional practices.

Opportunities

Jefferson City teachers collaborate and reflect daily with colleagues on instruction and learning practices, providing for continuous growth. Time is provided for ongoing professional development during designated professional development days. Teachers have the opportunity to participate in before and after school, weekend, and summer professional development activities. Individual teachers are allowed three professional leave days annually. Administrators continue to consider new ways to support teachers with time for job-embedded professional development.

PROFESSIONAL DEVELOPMENT

Evaluation

The desired outcome(s) of professional development is to build teacher capacity in instructional practices. Professional Development will be evaluated by participants through:

- Student achievement data
- Questionnaires
- Surveys
- Minutes from follow-up meetings
- Participant reflections (oral and/or written)
- Additional data collection options (*See Appendices*)

Committee Procedures

Missouri Professional Development Program charges the district PDC with the following responsibilities:

- Support the professional development of new teachers.
- Identify instructional concerns and remedies for all teachers.
- Assess faculty needs to develop in-service opportunities for certified school staff.
- Present to the appropriate supervisor faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.
- Serve as a consultant regarding professional development procedures.
- Plan and evaluate specific professional development activities.
- Allocate 1 percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the PDC for the professional development of certified staff.

Committee Operational Guidelines

- 1) The District Professional Development Committee shall consist of representative(s) from each building. Those eligible to serve on the PD committee shall be in a certified position with a minimum of two years of experience in the Jefferson City School District. Representatives shall be determined in March or April for a three-year term of office. The terms of office shall be staggered according to an established rotation. If a committee member is no longer staff of the building, a representative shall be designated to complete the remainder of the term. New members shall attend the final meeting of the year. Their term will officially begin at the conclusion of the final meeting. A representative(s) of the Professional Development Office and representatives from both elementary and secondary administration shall serve as ex-officio nonvoting member(s) of the committee. Circumstances may require PDC membership revisions as needed.

PROFESSIONAL DEVELOPMENT

Committee Operational Guidelines

- 2) The committee will be comprised of a chairperson, ex-officio, and committee members. The committee will approve the nomination of a chairperson- elect by April, with his/her term beginning in May. The chairperson shall serve a two-year term. The position of chairperson shall rotate between the elementary and secondary levels. The current chairperson, the nominating committee, and the Deputy Superintendent will select the chair-elect.
- 3) The committee shall meet a minimum of four times annually. Each building is expected to have representation at every meeting. Meetings will be used to coordinate and set direction for professional development activities. Each member will serve on at least one PDC standing committee and will facilitate his/her building PDC.
- 4) The committee shall annually gather baseline data in order to share goals and commitments to ensure a culture of collaboration and cohesion (*Appendix A*)
- 5) A majority of the voting members will represent a quorum for conducting business.
- 6) The following shall be standing committees of the PDC:
 - **New Staff Committee** – This standing committee is responsible for planning the new staff program. This includes the new staff training prior to the beginning of the school year, the mentoring program, new teacher academies, and plans the recognition of beginning teachers at the end of the year. Members of this committee may be called upon to assist during new teacher training week.
 - **Nominating Committee** – The nominating committee will consist of the chairperson and the Chief of Learning. At the March meeting, the committee will submit a recommendation for PDC chairperson.
 - **New Professional of the Year Selection Committee** – The purpose of this committee will be to review the nominations submitted and recommend to the JCPS Foundation final candidates to be considered for this recognition.

PROFESSIONAL DEVELOPMENT

Committee Operational Guidelines cont.

- 8) A standing committee chairperson will be selected by the PDC chairperson and Deputy Superintendent.
- 9) The committees shall have members from both the elementary and secondary levels.
- 10) Members are asked to serve on the same committee(s) for all three years of their tenure on the PDC.
- 11) Non-district teachers will be invited to participate in the Jefferson City Public School summer professional development opportunities. Registration is dependent upon availability.
- 12) If fewer than eight in-district personnel register for a summer professional development session, it will be at the discretion of the presenter and Deputy Superintendent to offer the class.

Guidelines: School Building Professional Development Days

- 1) Building-level Professional Development days will follow these guidelines:
 - In consultation with the building principal, the Professional Development Committee of each building will be responsible for supporting a plan and budget for professional development aligned to SIP goals.
 - Building representatives or building instructional leader (principal) should make changes to the plan for professional development days on their PD Plan.
 - The Deputy Superintendent will serve as a clearinghouse for all professional development offered on these days.

Professional Development offered at the building level is expected to take precedence over other professional development opportunities. However, principals may grant permission for staff to attend professional development offered off-site.

- 2) The building professional development plans and budget will be reflective of the current fiscal year.

PROFESSIONAL DEVELOPMENT

Beginning Teacher Assistance Plan

- 1) Each beginning teacher, with assistance from the building principal and mentor teacher shall begin a Professional Development Plan as adopted by the Jefferson City School District Board of Education. This plan will include two years of teaching with the assistance of a mentor teacher. Training, prescribed by the PDC, will be completed during the first five years of employment. Beginning teachers and mentors will be expected to follow the guidelines posted in *Beginning Teacher Guidelines* and *Mentor Guidelines*.
- 2) Mentor teachers shall serve as coaches and positive role models. Mentors will be provided training to serve as peer coaches, and not as evaluators or supervisors. In implementing the district's curriculum, mentor teachers will model effective teaching strategies as well as demonstrate a positive attitude toward teaching, learning, students, education, and professional development. Mentor teachers shall be selected by the principal.
- 3) Mentor assignments shall be for two years unless it is deemed advisable to make a change. It is preferred that mentors have a minimum of five years of experience and at least three years in the Jefferson City School District. When possible, the mentor shall serve with a beginning teacher who shares a similar assignment or grade level. Requirements for first and second year mentors are listed in *Mentor Guidelines*.
 - **Year One:** Each beginning teacher has up to 4 half days (or 2 full days) of release time (aligned according to the In-District Black Out Calendar) to observe and work on district-specified activities. The mentor has up to 4 half days and shall receive a stipend of \$200. The mentor, as a first year responsibility, will participate in Mentor and Peer Coaching training in order to receive the stipend.
 - **Year Two:** Each beginning teacher has up to 2 half days (or 1 full day) of release time. The mentor has up to 2 half days and shall receive a stipend of \$100.
 - Administrators will encourage participants to utilize the approved release time.
 - Mentor and Mentee will complete district-developed checklists.

PROFESSIONAL DEVELOPMENT

New Staff (*Including Beginning Teachers*)

New staff to the JC Schools are required during their probationary period to participate in:

- Legal Issues (to include Mandated Reporter)
- Cultural Competency
- Sexual Harassment (Violence Prevention)
- Basic Literacy
- K-6 teachers, Balanced Literacy (provided by the district)

By the third year, **Beginning Teachers** and teachers entering the district with an initial teaching certificate will also attend Higher Education Beginning Teacher Assistance. This is a state requirement for career certification.

Building-Level Professional Development Committee Structure

- 1) Each building is required to have a building level professional development committee.
- 2) Each building is required to plan and implement the building's professional development activities. Professional development activities will directly relate to the data analysis regarding student achievement and be aligned with the district CSIP and building school improvement plan.
- 3) The building representative(s) on the district professional development committee should be the group's chairperson(s) of the building PDC.
- 4) The building PDC Chairperson(s) and the principal will determine a minimum of 3 additional members to the building level professional development Committee.
*Buildings with staff larger than 50 will have a minimum of 5 additional members.
- 5) The building principal should be a member of the building PDC but should not be the chairperson/facilitator.

PROFESSIONAL DEVELOPMENT

Responsibilities

- 1) At the first quarterly district meeting, all building PDC memberships will be reported to the committee.
- 2) Meet regularly to plan, implement and evaluate the building professional development activities and the structure of PD days.
- 3) Building PD Committee will submit specific accountability measures as determined by the district PDC.
- 4) Prepare and submit the building's annual professional development plan to the Professional Development Office.
- 5) Expenditures for high quality professional development activities must:
 - Be tied to the Jefferson City District Comprehensive School Improvement Plan (CSIP), individual school improvement plans, state mandates, Missouri School Improvement Program (MSIP) requirements, and International Society for Technology in Education (ISTE) National Education Technology standards (when appropriate).
 - Positively impact student achievement.
 - Be focused and ongoing.

Professional Development Funds Distribution

Policy

The following criteria will be used for approval:

- 1) Disbursement of budget funds for individuals attending workshops should be contingent upon those persons sharing information within their building, subject, or teaching area. In determining allocation of funds, consideration will be given to the number of students and staff that will be positively impacted.
- 2) Out-of-District Workshops: Disbursement of funds should be approved by the building PDC and may include registration, hotel, parking fees, meals, and mileage reimbursement. Reimbursement for meals will follow the same guidelines as found on page 8 of the Business Procedures Manual. Mileage will be reimbursed at the standard district rate, and will be approved for the driver only. Carpooling will be required when more than 1 person is attending the same conference on the same date. (When 5 or more people are attending the same conference, 2 drivers may submit reimbursement requests.)
- 3) When making presentations within the district outside of contractual time, district personnel will be paid \$50.00 per hour, per individual.
- 4) Regardless of when the presentation occurs, prep time can be reimbursed to district presenters at the rate of \$25.00 per hour, not to exceed the length of the presentation. A request for reimbursement for this prep time must be accompanied by a time sheet (provided by the Professional Development Office) and approved by the Deputy Superintendent.

PROFESSIONAL DEVELOPMENT

Non-Allowable Expenses

Generally Non-Allowable Expenses in JC Schools Professional Development Plan:

- 1) Individual membership dues to associations or organizations.
 - 2) Travel, food, lodging and registration fees to conferences and workshops of general interest which do not support the professional development plan and CSIP.
 - 3) Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships.
 - 4) Equipment and materials for administrative use or for instruction of students.
 - 5) Salaries (Professional development funds may not be used to pay any part of any salary.) Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.
 - 6) Travel as a form of professional development.
 - 7) An expenditure of funds for any state or federal program for which monies are already available for professional development (Example: Professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers).
 - 8) Training of school board members (The Department of Elementary and Secondary Education subsidizes the cost of training new school board members through other state-level funding).
 - 9) Training of Parents as Teachers (Professional development funds must be used to train certified teachers and administrators who are on the district salary schedule and under district contract).
 - 10) Stipends for teachers working in areas other than curriculum, instruction and/or professional development in preparation for a local Missouri School Improvement Program (MSIP) review.
 - 11) Professional development activities for non-certified staff.
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PROFESSIONAL DEVELOPMENT

Glossary (*Definition of Terms*)

Beginning Teacher: Any teacher who has not yet upgraded to a career certification.

Personal Day: Each employee is allotted a minimum of two (2) personal leave days per school year outside of his/her vacation and sick leave. Any unused District Days are credited to the staff member's sick leave balance at the end of the year.

District Requested Leave: Professional leave that is taken by a staff member at the request of a specific Central Office administrator listed on the Professional Leave Request form.

Ex-Officio: A member of the PDC who is a building level administrator and does not participate in voting.

Mentor/Mentee Leave: Professional leave days allotted to teachers participating in the Mentor/Mentee Program in order to work toward goals of meeting requirements of the program.

Beginning Teacher Mentor: A teacher who serves as a coach and positive role model to a new teacher participating in the Mentor/Mentee Program.

Beginning Teacher Mentee: A newly hired teacher to Jefferson City Public Schools who is assigned a mentor, participating in the Mentor/Mentee Program.

New Staff: Staff members newly hired to the Jefferson City School District.

Personal Professional Leave: Each staff member is allotted 3 days per year to use for activities which qualify as high quality professional development as outlined in his/her building's School Improvement Plan.

School Related Leave: Time out of the building related to specific student-geared activities. Examples would be student field trips or acting as a chaperone at a student organization conference.

Absence Management: The online system used for reporting absences and requesting substitutes.

Professional Growth: The online system used for planning, tracking, and registering for professional development.

Optional Resources Appendices:

The following section is provided by DESE and is located in their Missouri Learning guidelines for Student Success Handbook.



Public Declaration for Public Support (Example)

This is an example of one local district's public statement declaring its purposes, vision, values, and mission and knowledge. This district has made a public statement about the importance of student achievement and professional learning to accomplish gains in student learning.

District Student Learning At The

Center of

School Improvement/Staff Development/Program Evaluation

Quality Standards

- Focus on Research
- Participative Decision Making (School/District)
 - Focus on Results
- Organizational Alignment

PUBLIC DECLARATIONS

Purpose

As educators in this school district, we believe that we exist to best serve students and the school community when we are totally committed to:

- Sharing knowledge
- Shared results

Vision

As educators in this school district, we totally believe that it is possible for us to:

- Improve student achievement through collaboration and shared accountability for results.
- Increase our teachers, administrators, and support staff's capacity to engage in job embedded professional development.

Values

As educators in this school district, we firmly believe that:

- School improvement is everyone's responsibility.
- School improvement and professional learning must center on improved student achievement.
- All staff must continuously evaluate their contributions to school improvement, professional learning, and improved student learning.

Mission

As educators in this school district, we are on a mission to:

- Engage all in measurably contributing to the collective good of school and school system rather than private or individual achievements.
- Increase every individual's capacity to improve the quality of instruction in every school.
- Translate school improvement and professional learning into concrete structures, schedules, processes, norms, and implemented instructional practices.

Knowledge

As educators in this school district, we are constantly striving to increase our collective ability to:

- Collect, analyze, and use student data to guide our decision making.
- Set goals for improved student achievement.
- Select content and qualified providers for professional learning.
- Design research-based professional learning processes.
- Implement ongoing training and learning opportunities.
- Collaborate and implement practices with fidelity.
- Assess our ongoing progress through formative data collection tools.
- Evaluate all school programs and services.

Professional Learning Needs Assessment

Read each statement or question below. Select A for Always (or Most of the Time), S for Sometimes, or N for Never (or Very Seldom)

If you walked through the classrooms in your building, what would you see?

A	S	N	Instructional Strategies and Classroom Management
			Students are seated in rows facing the front of the classroom
			Students are working in small groups, in pairs, and individually on a variety of projects.
			Students must raise their hands to speak, ask permission to get up and move around.
			Students have freedom of movement, are self-directed and engaged in their projects or research.
			There is a sense of community in this classroom. You can tell that the teacher has invested some time in creating a sense of community, of caring and teamwork.
			Teacher is the center of attention and provider of information. Most of the instruction is delivered through the teacher talking to the class. Students passively receive required knowledge and information from the teacher and the textbook
			Teacher is primarily a facilitator/coach. Students construct their knowledge and information through their own research, seeking answers to questions that matter. The teacher provides brief mini-lessons and is a facilitator.
			The walls of the classroom are either bare or covered with materials purchased at a teacher supply store.
			The walls are covered with examples of student work.
			Students are not allowed to work together (or only on rare occasion in very controlled circumstances) because this is "cheating".
			Students spend much of the day working collaboratively.
			Jigsaw groups and expert groups are the basis for classroom organization.
			Students are self-directed, independent and interdependent learners.
			A variety of learning strategies are planned to allow for differentiated instruction based on individual student needs.
			Utilize multiple learning centers – within the classroom,

			Teachers have thorough knowledge of graphic organizers for students conducting research, teaching others and assessments.
			Teachers are familiar with brain-based research, and use it in planning their instructional strategies.
			Teachers are familiar with differentiated Instructional strategies and they are a regular part of the classroom design.
			Teachers understand multiple intelligences and plan instructional strategies accordingly.
			Teachers use literature circles for reading. This means they use literature rather than the basal reader
			Teacher use the basal reader and teacher's guide to teach reading.
			Teachers utilize writers workshops to teach writing and research skills. Skills are taught when needed. Students and parents have a checklist of all language arts skills to be learned that year so they can track that all skills have been learned.
			Teachers teach language arts by following the language arts textbook from one skill to the next.
A	S	N	Classroom Climate
			Students are excited about school. High levels of motivation.
			Students are bored, finding the curriculum and school meaningless and irrelevant.
			There are little to no "discipline problems".
			Student discipline is a problem.
			There are lots of rules. Teachers use rewards, bribes and punishments in their attempts to control student behavior.
			The classroom is a happy place.
			There is a strong sense of community. You can see that the teacher values community enough to take the time to build and maintain it throughout the year.
			Teachers know about emotional intelligence, how it impacts learning, and incorporate this knowledge into their classroom strategies.
			Parents and other community members feel welcome, and contribute to the units with their expertise and sharing of experiences and stories.

Missouri Professional Learning Guidelines for Student Success

A	S	N	Assessment
			Assessments are authentic.
			Students know ahead of time what they are expected to learn, how they will learn it, and how they will be assessed. The criteria are up-front, public and agreed upon
			Assessments are performance-based – students demonstrate what they know, can do and are like through performances, products, projects in a variety of media.
			Rubrics are used. Teachers know how to design and use rubrics.
			Teacher knows how to evaluate student portfolios.
			Student portfolios are used – paper and multimedia.
			Teacher is the sole judge of a student's learning.
			Self-assessment, peer assessment and other assessments are part of the evaluation of a student's learning. Other means other audiences, from other teachers, to members of the community.
A	S	N	Curriculum Design
			Knowledge is memorization of a set of discrete facts.
			Knowledge is what students know, can do and are like after the details are forgotten.
			Curriculum is textbook driven.
			Curriculum is research-driven, using the textbooks as one resource among many, if at all.
			The curriculum is connected to real life.
			The curriculum is project-based.
			The curriculum includes real life problem-solving.
			The curriculum is thematic. Thematic units are planned.
			Units are interdisciplinary. More than one discipline is taught through a theme.
			Curriculum is integrated. Disciplines are not taught separately but are necessarily combined.
			Curriculum is fragmented. Disciplines are taught separately; no connections are made between/among the disciplines.
			When a unit is planned, the teacher ensures that it is connected to students' experiences and interests.
			The curriculum is irrelevant and meaningless to the students.
			Teachers work in interdisciplinary teams to plan units.
			Units are long enough to allow students to investigate the ₁₂₂ themes in a meaningful way. (At least 4 weeks, with 6-8 weeks recommended.)

			Units are designed by selecting a theme, then determining the Big questions that will guide the research, activities, projects, materials and resources for the unit.
			Unit outcomes are stated.
			All students and parents have copies of each unit along with a copy of the national and state standards taught within the unit.
			Weekly, then daily, activities and lessons are designed down from the ultimate unit outcomes.
			Most lessons are on the lower levels of Bloom's Taxonomy – knowledge, comprehension and application.
			Most lessons are built on the higher order thinking levels – synthesis, evaluation and analysis.
			Assessments are a direct reflection of the unit outcomes.
			Curriculum is aligned – national standards, state standards, district curriculum guides, unit outcomes, materials, activities, resources, lesson plans, projects and assessments are all aligned.
			Multiple intelligences – lessons and activities are planned to include all the intelligences.
			Print is the primary vehicle for learning.
			Performances, projects and the use of multiple forms of technology and multimedia are the vehicles for learning and assessments.
A	S	N	21st Century Education Do you see evidence of these aspects of 21 st Century education in your classrooms?
			Curriculum and Instruction:
			Addresses real-world issues important to humanity.
			Addresses questions that matter.
			Curriculum and instruction are connected to community.
			Curriculum is project-based, problem-based and research-driven (even for the youngest students, kindergarten and first grade and up!)
			Literacy is defined as reading, writing and math.
			Multiple literacies are incorporated into the curriculum, including but not limited to:
			Cyberliteracy

			Information literacy
			Visual literacy
			Aural literacy
			Media literacy
			Ecoliteracy
			Financial literacy
			Emotional literacy
			Civic literacy
			Multicultural literacy
			Technology and Multimedia – students utilize technologies and multimedia, including but not limited to:
			Photography
			Videography and filmmaking
			Graphics
			Animation
			PowerPoint
			Painting – from drawings to murals on buildings
			Radio production
			Television production
			Public service announcements
			Websites
			DVDs

Professional Learning Needs Assessment and Scoring Guide

Scoring can be done by leadership team, administrator, peer observers, or Professional Development Committee. Circle the number under the column that most accurately reflects what you see in each classroom. Circle the “A” Column if the statement is Always True. “S” stands for Sometimes, and “N” stands for Never or Seldom. The “Needs Assessment” can be used for one section , multiple sections, or in its entirety.

A	S	N	Instructional Strategies and Classroom Management
3	2	1	Students are seated in rows facing the front of the classroom
3	2	1	Students are working in small groups, in pairs, and individually on a variety of projects.
1	2	3	Students must raise their hands to speak, ask permission to get up and move around.
3	2	1	Students have freedom of movement, are self-directed and engaged in their projects or research.
3	2	1	There is a sense of community in this classroom. You can tell that the teacher has invested some time in creating a sense of community, of caring and teamwork.
1	2	3	Teacher is the center of attention and provider of information. Most of the instruction is delivered through the teacher talking to the class. Students passively receive required knowledge and information from the teacher and the textbook
3	2	1	Teacher is primarily a facilitator/coach. Students construct their knowledge and information through their own research, seeking answers to questions that matter. The teacher provides brief mini-lessons and is a facilitator.
1	2	3	The walls of the classroom are either bare or covered with materials purchased at a teacher supply store.
3	2	1	The walls are covered with examples of student work.
3	2	1	Students are not allowed to work together (or only on rare occasion in very controlled circumstances) because this is “cheating”.
3	2	1	Students spend much of the day working collaboratively.
3	2	1	Jigsaw Groups and Expert Groups are the basis for classroom organization.
3	2	1	Students are self-directed, independent and interdependent learners.
3	2	1	A variety of learning strategies are planned to allow for differentiated instruction based on individual student needs.
3	2	1	Utilize multiple learning centers - within the classroom, around

3	2	1	Teachers have thorough knowledge of graphic organizers for students conducting research, teaching others, and assessments.
3	2	1	Teachers are familiar with Brain-Based Research, and use it in planning their instructional strategies.
3	2	1	Teachers are familiar with Differentiated Instructional strategies and they are a regular part of the classroom design.
3	2	1	Teachers understand Multiple Intelligences and plan instructional strategies accordingly.
3	2	1	Teachers use Literature Circles for reading. This means they use literature rather than the basal reader
1	2	3	Teacher use the basal reader and teacher's guide to teach reading.
3	2	1	Teachers utilize Writers Workshops to teach writing and research skills. Skills are taught when needed. Students and parents have a checklist of all language arts skills to be learned that year so they can track that all skills have been learned.
1	2	3	Teachers teach language arts by following the language arts textbook from one skill to the next.
A	S	N	Classroom Climate
3	2	1	Students are excited about school. High levels of motivation.
1	2	3	Students are bored, finding the curriculum and school meaningless and irrelevant.
3	2	1	There are little to no "discipline problems".
1	2	3	Student discipline is a problem.
1	2	3	There are lots of rules. Teachers use rewards, bribes and punishments in their attempts to control student behavior.
3	2	1	The classroom is a happy place.
3	2	1	There is a strong sense of community. You can see that the teacher values community enough to take the time to build and maintain it throughout the year.
3	2	1	Teachers know about Emotional Intelligence, how it impacts learning, and incorporate this knowledge into their classroom strategies.
3	2	1	Parents and other community members feel welcome, and contribute to the units with their expertise and sharing of experiences and stories.
			Total Score Classroom Climate

A	S	N	Assessment
3	2	1	Assessments are authentic.
3	2	1	Students know ahead of time what they are expected to learn, how they will learn it, and how they will be assessed. The criteria are up-front, public and agreed upon
3	2	1	Assessments are performance-based – students demonstrate what they know, can do and are like through performances, products, projects in a variety of media.
3	2	1	Rubrics are used. Teachers know how to design and use rubrics.
3	2	1	Teacher knows how to evaluate student portfolios.
3	2	1	Student portfolios are used – paper and multimedia.
1	2	3	Teacher is the sole judge of a student's learning.
3	2	1	Self-assessment, Peer assessment and Other assessments are part of the evaluation of a student's learning. Other means other audiences, from other teachers, to members of the community.
			Total Score Assessment
A	S	N	Curriculum Design
1	2	3	Knowledge is memorization of a set of discrete facts.
3	2	1	Knowledge is what students know, can do and are like after the details are forgotten.
1	2	3	Curriculum is textbook driven.
3	2	1	Curriculum is research-driven, using the textbooks as one resource among many, if at all.
3	2	1	The curriculum is connected to real life.
3	2	1	The curriculum is project-based.
3	2	1	The curriculum includes real life problem-solving.
3	2	1	The curriculum is thematic. Thematic units are planned.
3	2	1	Units are interdisciplinary. More than one discipline is taught through a theme.
3	2	1	Curriculum is integrated. Disciplines are not taught separately but are necessarily combined.
1	2	3	Curriculum is fragmented. Disciplines are taught separately; no connections are made between/among the disciplines.
3	2	1	When a unit is planned, the teacher ensures that it is connected to students' experiences and interests.
1	2	3	The curriculum is irrelevant and meaningless to the students.
3	2	1	Teachers work in interdisciplinary teams to plan units.
3	2	1	Units are long enough to allow students to investigate the themes in a meaningful way. (At least 4 weeks, with 6-8 weeks recommended.)

3	2	1	Units are designed by selecting a theme, then determining the Big Questions which will guide the research, activities, projects, materials and resources for the unit.
3	2	1	Unit Outcomes are stated.
3	2	1	All students and parents have copies of each unit along with a copy of the national and state standards taught within the unit.
3	2	1	Weekly, then daily, activities and lessons are Designed Down from the ultimate Unit Outcomes.
1	2	3	Most lessons are on the lower levels of Bloom's Taxonomy – knowledge, comprehension and application.
3	2	1	Most lessons are built on the higher order thinking levels – synthesis, evaluation and analysis.
3	2	1	Assessments are a direct reflection of the Unit Outcomes.
3	2	1	Curriculum is aligned – National Standards, State Standards, District Curriculum Guides, Unit Outcomes, Materials, Activities, Resources, Lesson Plans, Projects and Assessments are all aligned.
3	2	1	Multiple Intelligences – lessons and activities are planned to include all the intelligences.
1	2	3	Print is the primary vehicle for learning.
3	2	1	Performances, projects and the use of multiple forms of technology and multimedia are the vehicles for learning and assessments.
			Total Score Curriculum Design
A	S	N	21st Century Education Do you see evidence of these aspects of 21 st Century education in your classrooms?
			Curriculum and Instruction:
3	2	1	Addresses real-world issues important to humanity.
3	2	1	Addresses questions that matter.
3	2	1	Curriculum and instruction are connected to community.
3	2	1	Curriculum is Project-based, Problem-Based and Research-Driven (even for the youngest students, Kindergarten and First Grade and up!)
1	2	3	Literacy is defined as Reading, Writing and Math.
			Multiple literacies are incorporated into the curriculum, including but not limited to:

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3	2	1	Cyber-literacy
3	2	1	Information Literacy
3	2	1	Visual Literacy
3	2	1	Aural Literacy
3	2	1	Media Literacy
3	2	1	Eco-literacy
3	2	1	Financial Literacy
3	2	1	Emotional Literacy
3	2	1	Civic Literacy
3	2	1	Multicultural Literacy
			Technology and Multimedia - students utilize technologies and multimedia, including but not limited to:
3	2	1	Photography
3	2	1	Videography and filmmaking
3	2	1	Graphics
3	2	1	Animation
3	2	1	PowerPoint
3	2	1	Painting – from drawings to murals on buildings
3	2	1	Radio production
3	2	1	Television production
3	2	1	Public Service Announcements
3	2	1	Web Sites
3	2	1	DVDs
			Total Score 21st Century Education

Scoring Guide:

Section	Possible Points	Total Score	Critical Need	Developing	Proficient	Distinguished
1. Instructional Strategies & Classroom Management	69		1 - 23	24 - 46	47 - 65	66 - 69
2. Classroom Climate	27		1 - 9	10 – 18	19 – 24	25 - 27
3. Assessment	24		1 - 8	9 – 16	17 – 21	22 - 24
4. Curriculum Design	78		1 - 26	27 – 52	53 – 74	75 - 78
5. 21st Century Education	78		1 - 26	27 – 52	53 – 74	75 - 78