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| **Professional Practices** | | | | |
| **INITIATIVE** | **PRE-INITIATION STAGE** | **INITIATION STAGE** | **DEVELOPING STAGE** | **SUSTAINING STAGE** |
| **Family Friendly Schools** | * Communication between teachers and families is primarily done at traditional grading period conferences | * The school employs a few basic strategies to communicate with parents and families and communication is one way * Communication is limited to highly involved families and primarily initiated by teachers | * The school uses several strategies to communicate with parents and families * The school has two way communication throughout the school year * The school regularly re-assesses the way they communicate with parents and families * The school and teachers are communicating monthly with families | * The school uses a variety of strategies that include a two-way, ongoing parent/family communication plan and decision making system * Based on data such as parent/community surveys and input, the system is adjusted with attention to the needs of the community |
| **Focused Professional Development** | * Professional development initiatives are controlled from the district level with no input allowed from the individual school sites or teachers * Professional development is not job embedded | * Professional development initiatives are dictated from the district level with limited input from staff members and there is little connection from one initiative to another * Trainings offered do not meet the needs of individual teachers * Although no formal structures to follow up on professional development are in place, teachers are encouraged to apply their learning and share the outcomes with colleagues | * All professional development activities are based on current research, best practices, and in collaboration with building school wide plans * Professional development is driven by district standards and student data and focuses on both content and pedagogy. PD focuses on a holistic approach to improve student achievement * The professional development is tied directly to the enhancement of curriculum and teaching practices with some trainings meeting the needs of some teachers/staff | * All professional development is driven by district standards, based on current research and best practices. * The school/district offers ongoing opportunities for all staff members to participate in professional development that is based on individual school Indistar plans and individual teacher/staff needs * Trainings integrate core skills (for example, literacy, mathematics, and higher order thinking) into all content areas with initiatives that are widely varied and include opportunities for participation of all staff whether certified or classified |
| **Mentoring Program/New Teacher Induction** | * New staff meet with the Principal prior to the start of school * The school is in the process of designing a mentoring program | * New staff receive a day-long orientation prior to the start of school * New staff are assigned a staff mentor who can answer any questions new staff may have * The mentor and new staff/teacher meet a few times a year | * Induction program for all new teachers lasts 3 days prior to formal teaching experience * New staff is assigned an experienced teacher from the school as a mentor. Mentor serves as the coach for at least a 3 year period * The mentor and new staff/teacher are required to schedule time to discuss instruction and to give/get feedback on instructional practices | * Induction program for all new teachers lasts a week or longer prior to formal teaching * A comprehensive professional development program provides on-going training for the mentors in curricular content as well as interpersonal skills * The mentor and new staff are organized into a PLC support system * The first year, the mentor and mentee meet a minimum of an hour once a week; the second year a minimum of a half hour a week; and the third year they meet every two weeks for thirty minutes with ongoing support. |
| **TPEP** | * Teachers are aware of the Danielson Framework and have the resources but are not implementing them in the classroom * School leaders regard their role primarily as one of supervision. They visit the classroom periodically or as needed. | * Teachers are provided professional development around and have limited understanding of Danielson Framework and are implementing some components in the classroom * School leaders makes structured classroom visits based on the requirements and the teacher contract with additional visits as necessary | * Teachers are provided professional development based on individual needs and have an understanding of both the 8 criteria of the state evaluation and the 4 domains of Danielson and are implementing many in the classroom * School leaders are frequently in the classroom and hallways monitoring behavior and instruction and interacting with students and teachers * School leaders also have frequent interaction with staff and meet with them during PLC /departmental time providing support and guidance on team needs | * Teachers are provided ongoing professional development and support based on individual job-embedded needs * Teachers have an understanding of both the 8 criteria and the 4 domains and are implementing all in the classroom * Teachers are reflecting on their professional practice with self, colleagues (PLC/departmental), and with the Principal and are seeking professional development and support beyond what the school provides to meet their needs * School leaders have a constant, visible presence throughout the entire school including the hallways and classrooms and model their own high expectations for staff and students. * School leaders provide meaningful and frequent feedback to staff based on data gathered from observations, surveys, and student performance |