Professional Certification Class
January 10, 2008, 4:00-7:00pm
Agenda
Jackson High School Library

Course Goals related to this Session
- Knowing the elements within the context you teach that impact your students' learning
- Create plan for at least three areas of professional growth
- Identify within your context what data you could collect for each of the criteria's descriptors

Goals for end of today's session

For each criterion, you will have a:
1) concept of best practice/current thinking related to that criterion
2) reliable sources to reference when writing a goal about this criterion
3) beginning of a vision of evidence for that criterion

Examination Criteria 1c – Group Review
- Examine article in relationship to the descriptors of practice
- Take notes on throughout discussion
- Consider your specific context, what practices are already in place, and where you might make improvements or have questions
- Take note of what evidence you could already produce showing research best practice on a descriptor, what evidence with some change in practice you could produce, and finally what you would need to learn in order to create evidence of your students' abilities to demonstrate this descriptor.

JIGSAW Review of Course to Date Criteria
- **Step 1** Groups of 4-5 for readings within a single criteria
  - Individually read single article
  - Share your article with group – each member takes notes on all articles to share w/next
  - Discuss articles' relationships to descriptors of practice
- **Step 2** Representative of each criteria join group of 6 to share readings
  - Share notes about **ALL** the articles from your **first** group with your **second** group
  - Each member takes own notes as they listen and discuss

- **Step 3** Debrief Steps 1 & 2 as full group

- **Step 4** **Continue research and process throughout the remainder of the course**
  Consider how readings apply to personal context, look for ideas for evidence related to the descriptors, and find additional research-based articles of interest.

Effective Teaching

1(a)   using instructional strategies that make the learning meaningful and show positive impact on student learning

1(b)   using a variety of assessment strategies and data to monitor and improve instruction

1(d)   designing and/or adapting challenging curriculum that is based on the diverse needs of each student

1(f)   integrating technology into instruction and assessment

1(g)   informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.

Professional Development

2(b)   using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities

2(c)   remaining current in subject area(s), theories, practice, research, and ethical practice

Related articles will be linked to website version of [Descriptors of Practice](#)

Homework
- **Second Goal Due 1-24-08 (If first goal is to be part of Growth Plan revision due in February)**
- **Reading ASCD** March 2007 | Volume **64** | Number 6 **Responding to Changing Demographics**
  Pages 16-22 [As Diversity Grows, So Must We](#) Gary R. Howard
- **Professional Growth Team Selection – Due February – Referenced within 1a in Goals**

1 (c) **Using appropriate classroom management** principles, processes, and practices to foster a safe, positive, student-focused learning environment

Descriptors of practice	Resource + evaluation	NOTES	Implications for your context	Evidence Ideas
1. Students have a voice regarding classroom standards, rules, and consequences. Classroom standards are evident as demonstrated by student behavior.		.		
2. Students consistently accept responsibility for their behavior individually and as group members. Students positively respond to teacher suggestions and corrections in order to make adjustments to behaviors.				
3. Students are actively engaged in productive learning interactions and activities. They move between learning tasks in an efficient fashion and manage materials effectively.				
4. Students contribute individually and as group members to a positive, safe, and supportive learning environment. Students and teachers demonstrate mutual respect, sincerity, warmth, and humor while interacting positively				
5. Students receive individually-directed specific feedback. All students receive assistance, encouragement, and recognition that promote an equitable and inclusive learning environment.				
6. Students display the skills needed to take a leadership role in some part of collaborative work.				

1(a) using instructional strategies that make the learning meaningful and show positive impact on student learning

Descriptors of practice	Resource + evaluation	NOTES	Implications for your context	Evidence Ideas
1. Students know there are many ways to approach learning and are able to verbalize their own approaches. Students understand the ways others approach learning and use those strategies to enhance their repertoire.		.		
2. Students practice explanations and illustrations for learning in a variety of ways. Students see, question, and interpret ideas from diverse perspectives. .				
3. Students actively engage in tasks that are meaningful, reflect their own life experiences, and are directly related to the learning targets.				
4. Students contribute individually and as group members to a positive, safe, and supportive learning environment. Students and teachers demonstrate mutual respect, sincerity, warmth, and humor while interacting positively				
5. Students receive individually-directed specific feedback. All students receive assistance, encouragement, and recognition that promote an equitable and inclusive learning environment.				
6. Students display the skills needed to take a leadership role in some part of collaborative work.				

1(b) using a variety of assessment strategies and data to monitor and improve instruction

Descriptors of practice	Resource + evaluation	NOTES	Implications for your context	Evidence Ideas
1. Students use a variety of assessment tools, and know how those tools measure their performance of the learning targets.		.		
2. Students understand the scoring criteria being used, and that the assessment tools being used are fair and equitable.				
3. Students keep and review with their teacher records of their learning progress to identify *their own* specific needs for growth				
4. Students regularly use their work to examine and reflect on their achievement of learning targets. Students set individual goals and outline the steps required to reach those goals.				
5. Students are regularly guided through strategies to monitor, evaluate, and self-regulate their process of learning and express it verbally and in writing. Students can articulate what worked, what did not, and what they need to do differently next time.				
6. Students actively work with their teacher to decide how best to demonstrate their progress and capabilities, and to identify their best work.				
7. Students participate in communication with parents/guardians and in decision-making about their learning progress and assessment data.				
8. Students create and use scoring criteria to assess their own and others' work. cooperatively or independently to develop, research, and complete learning tasks				

1(d) designing and/or adapting challenging curriculum that is based on the diverse needs of each student

Descriptors of practice	Resource + evaluation	NOTES	Implications for your context	Evidence Ideas
1. Students can articulate the required learning targets.		.		
2. Students know what is needed to move to the next level of performance. .				
3. Students are aware of and utilize resources for assistance, remediation, acceleration, or enrichment, as appropriate.				
4. Students articulate how the new learning builds on their prior knowledge and individual needs. Students understand the importance of their learning and why it is useful to them.				
5. Students engage in high- level thinking skills, demonstrating a variety of strategies to analyze information and solve problems.				
6. Students reflect on their thinking strategies, communicate what strategies worked well and what strategies did not, and adjust as necessary				

1(f) integrating technology into instruction and assessment

Descriptors of practice	Resource + evaluation	NOTES	Implications for your context	Evidence Ideas
1. Students use a variety of technological skills and select technologies appropriate to instructional and assessment tasks.		.		
2. Students use technology as a tool to enhance learning, increase personal productivity and foster self-expression.				
3. Students learn and demonstrate the responsible and ethical use of technology				

1(g) informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.

Descriptors of practice	Resource + evaluation	NOTES	Implications for your context	Evidence Ideas
1. The teacher uses effective structures to form partnerships with parents and families in order to support student learning. The teacher demonstrates how s/he addresses the barriers to successful family involvement.		.		
2. The teacher uses a range of available methods (including technology) to gather, record, and report information on student progress to parents regularly.				
3. The teacher uses research data that includes data on traditionally underserved populations (racial, ethnic, low socioeconomic, ELL) to collaborate with families to determine specific learning and assessment needs for each student.				
4. The teacher regularly communicates to parents and families the learning progress of their child, identifying areas of strength and areas needing improvement. Regular, two-way communication forms a partnership that helps to ensure the success of the student.				

2(b) using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities
2(c) remaining current in subject area(s), theories, practice, research, and ethical practice

Descriptors of practice	Resource + evaluation	NOTES	Implications for your context	Evidence Ideas
1. The teacher uses criteria, including education research and professional standards, to assess professional performance and to set professional goals. The teacher's goals are evolving and s/he adapts them to respond to new information and experiences.		.		
2. The teacher develops a comprehensive learning plan for each growth area, realistic methods for obtaining that growth, and a clearly articulated timeline of anticipated activities and resources.				
3. The teacher collects evidence that illustrates how student learning opportunities and achievement are connected with the teacher's professional growth efforts.				
1. The teacher consistently demonstrates depth and breadth of knowledge for each content area s/he teaches, and can articulate the scope and progression of student learning.				
2. The teacher consistently demonstrates knowledge and understanding of the Essential Learnings and/or Grade Level Expectations and connects them to the content and processes required for students to meet the standards.				
3. The teacher articulates the connection between intentional, research-based decisions and their impact on student learning.				