Current Reality and GAPSS for Adamsville Primary School

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**School Background**

Adamsville Primary School started as Adamsville Elementary School in the 1960s. Due to decrease of student enrollment at this school and a nearby school, L.P. Miles, a decision was made to create a primary and an intermediate school out of the two buildings rather than close one of the schools. Adamsville Primary school has under 400 students from Pre-K through 2nd grade. The school includes special education classes at these grade levels. The school has art, music, and physical education classes along with a full time Spanish teacher and technology teacher. Dr. Isis Manboard is the current principal of the school and who provided the information for this paper.

The school is currently following an International Baccalaureate program for the Benjamin Mays High School cluster that they are a part of. This program promotes recognition and understanding of cultures around the world. Students will use the curriculum provided to integrate these program requirements into their school life. This program of student is to develop inquiring, knowledgeable, and caring students that though the lessons learned in school will help to create a better and more peaceful world.

Technology that is provided by the school includes the technology classroom taught by a certified teacher as a special students attend once a week. There is another computer classroom open for sign up for classes. Desktop computers are offered in the classroom for small groups to use throughout the day. There are also three iPad carts available for checkout to use in the classrooms as well as the school will be adding a Chromebook carts for checkout when they arrive.

**School Vision for Technology**

The overall vision is that it will be incorporated into the educational day. When Dr. Manboard first arrived as principal of the school, there were only three classrooms with interactive whiteboards. She worked to ensure that all classrooms not only received those Promethean boards, ActivSlates, that they also received the necessary professional training needed to work the technology. The goal is for the technology is not to use it for technology sakes. The goal is to enhance student learning and to help teachers with differentiation. This technology is not to stand alone, but to be used for teachers to enhance learning and to create more engaging learning environment for students.

Professional learning needs were based on surveys but they realized that surveys were not as effective because information gathered was not honest. It was more to please people than to provide honest feedback on what the school needs. The school Title 1 development team decided to look at the data from scores and suggestions made by teachers who would be honest about the school’s needs. Then those suggestions would be looked at and based on the budget available for the school, purchases were made or professional development was provided. They would also look into classroom data from test scores and classroom observations as well to determine training needed.

**Professional Learning Opportunities**

In the last year there has been professional learning with Atlanta Public Schools acquiring a Google Classroom account for all teachers, staff, and students. There was professional development provided when the classes received Promethean boards and ActivTables for the classroom. The training is ongoing so there will be follow up training for teachers who want to take their Promethean board to the next step in implementation. The professional learning sessions were aligned with the school improvement plan that states it is a 21st century learning environment. This is still a work in progress as the school is working towards adding more technology and training with the technology to make it beneficial to the students and teachers. One of the exact school improvement goals was to add and update the technology in the school and to make it accessible for all students and to use the technology to connect schools, homes, and the school community to promote balanced life-long learners.

Opportunities that have been provided have been through either the district training with follow up by our Educational Technology Specialist (ETS) assigned to the school or by the ETS himself providing training. If there is outside training, it is done personally with the teacher attending classes or courses through the district’s catalogue of professional development courses throughout the year. Some teachers are attending this year’s Georgia Educational Technology Conference in November but since the district is not providing the funds for the workshops, teachers have to be willing to use their own funds. Last year the school held a workshop in order to help parents and community members understand the importance of technology in and out of school.

**Funding and Incentives**

There are signature funds provided for the schools from the district but those funds are being allocated to the International Baccalaureate program for the school. There are no funds allocated for technology so it is up to administration, in collaboration and guidance from the ETS, to look into grants and funding for any additional funds for technology. The district provides the updates to technology and purchases programs for the schools that is rolled out over time. If teachers and staff are looking for additional funding from the district, it is not available at this time. The district is working on upgrading the older school buildings technology and servers as well as making sure everyone is trained on what the district provides.

The trainings that the teachers take place during school and after school on off site through the district does not offer incentives to do them. They are offered or mandated and the teachers and staff attend the required trainings. The only times incentives were offered was when an outside company came in to work with parent and community members that they offered incentives which ended up with a big turnout from the community to win a prize which was some type of technology like a tablet or laptop computer.

**Diversity and Special Needs**

The school does have a Hispanic population and the ESOL teacher who works with the students have provided the students to have access to technology with some programs for ESOL students. These programs help with language and reading issues specific to the students. The EST has also worked with the teachers of students with special needs. Right now there is any special needs students who needs Assistive Technology, but they have given those special education teachers access to programs for students with special needs that they can use during the school day to help them with reading and math.

**Collaboration and Evaluation**

The school’s Learning Cadre is made up of the administration and staff members that do not have homerooms (instructional coaches, counselors, ETS). The staff at various times makes frequent observations of how learning is taking place in the classroom and what teachers need what professional learning. The team also looks into what student learning is going on in the classroom and if teachers need development in maximizing instructional time in the classroom. The changes seen are teachers who are more self-reflective on what strategies are working and what needs improvement. Teachers are collaborating on strategies and learning how to get assistance for professional learning for themselves to help student learning.

*PROFESSIONAL LEARNING*

The means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students

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| **Professional Learning Standard 1:** Aligns professional learning with needs identified through analysis of a variety of data | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning. | Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). | Professional learning needs are identified using limited sources of data. | Professional learning needs are identified using little or no data. |
| EVIDENCE: School have designated data to reflect on based on school needs and requirements of the district. Since this is a primary school and there is no standardized testing, the resources are heavily dependent on data from the students during the school year. Research data this year will **not** use polling from students as they have in the past. Student work and growth is what will be looked at in regards to the effectiveness in teachers. | | | |
| RECOMMENDATIONS: To continue using effective data and probably for teachers to reduce some paperwork finding more digital data collection to use to review student growth. Teachers are looking for quicker ways to assess to determine student growth and finding quicker assessment tools will encourage teachers to give more assessments that will show student improvement and areas of weakness quicker. | | | |

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| **Professional Learning Standard 2:** Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).  Teachers conduct action research and assume ownership of professional learning processes. | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). |
| EVIDENCE: The team members routinely meet to discuss improvement of staff performance. They meet and make observations of teachers and students to determine what professional development needs to take place to enhance teacher performance and student performance. | | | |
| RECOMMENDATIONS: I believe grade level chairs or teachers who are technologically savvy should be included in the team to discuss practice and feedback from teachers’ POV on the needs in the classroom not seen in observation. Teacher insight on refining practices is what any teacher is working for year after year. They need a voice in these meetings too even if it is just in the form of a survey or a representative from the teachers speaking for them. | | | |

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| **Professional Learning Standard 3:** Defines expectations for implementing professional learning | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses. | Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning. | Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning. | Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning. |
| EVIDENCE: Expectations of professional learning are stated in the plan and is referred to throughout the school year when it comes to professional learning purposes. The plan refers to the certain action steps for the school and district regarding the expectations and programs to be put in place for the school year. | | | |
| RECOMMENDATIONS: Consistency with expectations and to make sure that the professional learning is taking place and routinely checked for changing school environment and if other professional development needs to occur. | | | |

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| **Professional Learning Standard 4:** Uses multiple professional learning designs to support the various learning needs of the staff | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching. | Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching. | Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs. | Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs. |
| EVIDENCE: School frequently participates in school based professional learning on multiple levels. Includes training on curriculum, best practices and technology. | | | |
| RECOMMENDATIONS: School should look into online networks to extend professional learning without inconveniencing the staff. | | | |

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| **Professional Learning Standard 5:** Allocates resources and establishes systems to support and sustain effective professional learning | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning. | Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning. | Some resources and systems are allocated to support and sustain professional learning. | Few, if any, resources and systems are provided to support and sustain professional learning. |
| EVIDENCE: Funding for professional learning is normally provided free through the district through various means but not many resources that could be used cannot be taken advantage of due to low amount of funding available | | | |
| RECOMMENDATIONS: Funding needs through grants and other opportunities for staff to be researched and looked into for ongoing professional learning. | | | |

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| **Professional Learning Standard 6:** Monitors and evaluates the impact of professional learning on staff practices and student learning | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning. | Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely. | Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically. | Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever. |
| EVIDENCE: Administration monitors the teachers frequently checking on professional learning practices being put into place. Teachers and staff receive constant feedback regarding the implementation of professional learning. | | | |
| RECOMMENDATIONS: Administration needs to make sure that they do not overwhelm staff with lots professional learning implementations that can lead to teacher burnout feeling that everything needs to go into practice immediately. More feedback should come from teachers regarding the best professional development needed to meet students’ needs. | | | |

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| **KSU ITEC Professional Learning Standard:** Professional learning reinforces educators’ understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning. | | | |
| **Level 4**  **Exemplary** | **Level 3**  **Operational** | **Level 2**  **Emerging** | **Level 1**  **Not Evident** |
| Classroom practices (e.g., considering interests, backgrounds, strengths, and preferences to provide meaningful, relevant lessons and assess student progress, differentiating instruction, and nurturing student capacity for self-management) of all teachers reflect an emotionally and physically safe environment where respect and appreciation for a diverse population is evident. There are high achievement expectations for all students and teachers. The principal and other leaders provide professional learning for teachers lacking understanding of the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. | Classroom practices of most teachers reflect skill in communicating high expectations for each student and adjusting classroom activities to meet student needs. Respect for students’ cultures and life experiences is evident through the emotionally and physically safe learning environment where students of diverse backgrounds and experiences are taught the school code of conduct (customs) to help them be successful in the school context. | Classroom practices of some  teachers reflect evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. | Classroom practices reflect little or no evidence of teachers’ training in understanding the impact that attitudes regarding race, disabilities, background, culture, high expectations, and social class of both students and teachers have on the teaching and learning process. |
| EVIDENCE: The school cluster is on an IB (International Baccalaureate) path which incorporates respect for school cultures and life experiences. The school is also incorporating Social Emotional Learning to promote a safe environment for students from various backgrounds. | | | |
| RECOMMENDATIONS: Continue to make sure the staff is consistent with the models and that professional development continues regarding the ways to make sure that these plans stay in place for the entire school year. Administration should make sure that they are consistent with feedback and participating in this | | | |