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Effective Learning Environments Observation Tool (ELEOT)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date _____ School _____ City _____ State or Province _____ Country _____ Grade Level _____

Time In _____ Time Out _____ Check ALL that apply: Lesson Beg. _____ Lesson Middle _____ Lesson End _____ Subject Observed _____ Observer Name _____

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:				
1. Has differentiated learning opportunities and activities that meet her/his needs	4	3	2	1
2. Has equal access to classroom discussions, activities, resources, technology, and support	4	3	2	1
3. Knows that rules and consequences are fair, clear, and consistently applied	4	3	2	1
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4	3	2	1
B. High Expectations Environment:				
1. Knows and strives to meet the high expectations established by the teacher	4	3	2	1
2. Is tasked with activities and learning that are challenging but attainable	4	3	2	1
3. Is provided exemplars of high quality work	4	3	2	1
4. Is engaged in rigorous coursework, discussions, and/or tasks	4	3	2	1
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4	3	2	1
C. Supportive Learning Environment:				
1. Demonstrates or expresses that learning experiences are positive	4	3	2	1
2. Demonstrates positive attitude about the classroom and learning	4	3	2	1
3. Takes risks in learning (without fear of negative feedback)	4	3	2	1
4. Is provided support and assistance to understand content and accomplish tasks	4	3	2	1
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4	3	2	1
D. Active Learning Environment:				
1. Has several opportunities to engage in discussions with teacher and other students	4	3	2	1
2. Makes connections from content to real-life experiences	4	3	2	1
3. Is actively engaged in the learning activities	4	3	2	1

	Very Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Environment:				
1. Is asked and/or quizzed about individual progress/learning	4	3	2	1
2. Responds to teacher feedback to improve understanding	4	3	2	1
3. Demonstrates or verbalizes understanding of the lesson/content	4	3	2	1
4. Understands how her/his work is assessed	4	3	2	1
5. Has opportunities to revise/improve work based on feedback	4	3	2	1
F. Well-Managed Learning Environment:				
1. Speaks and interacts respectfully with teacher(s) and peers	4	3	2	1
2. Follows classroom rules and works well with others	4	3	2	1
3. Transitions smoothly and efficiently to activities	4	3	2	1
4. Collaborates with other students during student-centered activities	4	3	2	1
5. Knows classroom routines, behavioral expectations and consequences	4	3	2	1
G. Digital Learning Environment				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	4	3	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	1
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	1

NOTES:

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The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date __10/13/16__ School __SHS__ City _____ State or Province _____ Country _____ Grade Level ____

Time In __9:10__ Time Out __9:30__ Check ALL that apply: Lesson Beg. ____ Lesson Middle ✓ Lesson End ____ Subject Observed ____ Observer Name __Spondike__

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:				
1. Has differentiated learning opportunities and activities that meet her/his needs	(4)	3	2	1
2. Has equal access to classroom discussions, activities, resources, technology, and support	(4)	3	2	1
3. Knows that rules and consequences are fair, clear, and consistently applied	(4)	3	2	1
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	(4)	3	2	1
B. High Expectations Environment:				
1. Knows and strives to meet the high expectations established by the teacher	(4)	3	2	1
2. Is tasked with activities and learning that are challenging but attainable	(4)	3	2	1
3. Is provided exemplars of high quality work	(4)	3	2	1
4. Is engaged in rigorous coursework, discussions, and/or tasks	(4)	3	2	1
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4	(3)	2	1
C. Supportive Learning Environment:				
1. Demonstrates or expresses that learning experiences are positive	(4)	3	2	1
2. Demonstrates positive attitude about the classroom and learning	(4)	3	2	1
3. Takes risks in learning (without fear of negative feedback)	(4)	3	2	1
4. Is provided support and assistance to understand content and accomplish tasks	(4)	3	2	1
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	(4)	3	2	1
D. Active Learning Environment:				
1. Has several opportunities to engage in discussions with teacher and other students	4	(3)	2	1
2. Makes connections from content to real-life experiences	(4)	3	2	1
3. Is actively engaged in the learning activities	(4)	3	2	1

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	Very Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Environment:				
1. Is asked and/or quizzed about individual progress/learning	④	3	2	1
2. Responds to teacher feedback to improve understanding	④	3	2	1
3. Demonstrates or verbalizes understanding of the lesson/content	④	3	2	1
4. Understands how her/his work is assessed	④	3	2	1
5. Has opportunities to revise/improve work based on feedback	④	3	2	1
F. Well-Managed Learning Environment:				
1. Speaks and interacts respectfully with teacher(s) and peers	④	3	2	1
2. Follows classroom rules and works well with others	④	3	2	1
3. Transitions smoothly and efficiently to activities	④	3	2	1
4. Collaborates with other students during student-centered activities	④	3	2	1
5. Knows classroom routines, behavioral expectations and consequences	④	3	2	1
G. Digital Learning Environment				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	④	3	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	③	2	1
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	③	~~2~~	1

NOTES: Gothic Fiction and Media Project
Students are in groups of 2-3. Tasks are on smartboard. They are to choose three tasks. Very creative tasks. (EX: imagine you are a film director. Storyboard how you... What is plot of Dracula? Find a synopsis, decorate summary with images that link plot.
Teacher reads one of the students and praises student; "this is really good."
Students are very engaged in lesson and all are on task
Teacher walks around room & asks probing questions
The tasks challenge the students to think and be creative.
Several students are using their personal devices to research the information

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Effective Learning Environments Observation Tool (ELEOT)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date **10/31** School **SHS** City _____ State or Province _____ Country _____ Grade Level **9, 10**

Time In **12:50** Time Out **1:07** Check ALL that apply: Lesson Beg. ___ Lesson Middle ___ Lesson End **✓** Subject Observed **Geometry** Observer Name **Thorndike**

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:				
1. Has differentiated learning opportunities and activities that meet her/his needs	(4)	3	2	1
2. Has equal access to classroom discussions, activities, resources, technology, and support	4	(3)	2	1
3. Knows that rules and consequences are fair, clear, and consistently applied	(4)	3	2	1
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4	3	(2)	1
B. High Expectations Environment:				
1. Knows and strives to meet the high expectations established by the teacher	(4)	3	2	1
2. Is tasked with activities and learning that are challenging but attainable	4	3	2	1
3. Is provided exemplars of high quality work	(4)	3	2	1
4. Is engaged in rigorous coursework, discussions, and/or tasks	(4)	3	2	1
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4	(3)	2	1
C. Supportive Learning Environment:				
1. Demonstrates or expresses that learning experiences are positive	(4)	3	2	1
2. Demonstrates positive attitude about the classroom and learning	(4)	3	2	1
3. Takes risks in learning (without fear of negative feedback)	4	(3)	2	1
4. Is provided support and assistance to understand content and accomplish tasks	4	(3)	2	1
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4	(3)	2	1
D. Active Learning Environment:				
1. Has several opportunities to engage in discussions with teacher and other students	4	(3)	2	1
2. Makes connections from content to real-life experiences	4	3	(2)	1
3. Is actively engaged in the learning activities	(4)	3	2	1

	Very Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Environment:				
1. Is asked and/or quizzed about individual progress/learning	(4)	3	2	1
2. Responds to teacher feedback to improve understanding	(4)	3	2	1
3. Demonstrates or verbalizes understanding of the lesson/content	(4)	3	2	1
4. Understands how her/his work is assessed	(4)	3	2	1
5. Has opportunities to revise/improve work based on feedback	(4)	3	2	1
F. Well-Managed Learning Environment:				
1. Speaks and interacts respectfully with teacher(s) and peers	(4)	3	2	1
2. Follows classroom rules and works well with others	(4)	3	2	1
3. Transitions smoothly and efficiently to activities	4	3	2	1
4. Collaborates with other students during student-centered activities	4	3	2	(1)
5. Knows classroom routines, behavioral expectations and consequences	(4)	3	2	1
G. Digital Learning Environment				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	4	(3)	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	(1)
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	(1)

NOTES:

Teacher is at front of room solving problem by asking probing questions. A word problem is on the Smartboard. A student volunteers to go to board to work problem. All students are engaged in lesson. Teacher continuously checks for understanding by asking questions that encourage students to apply previously learned material. Reminds students of acronyms previously learned (FOIL) first, outside, inside, last.

7 example

Home

Logout

Help

Reports

State Department of Education Links

Educator Effectiveness
Online Education
Directory (EDDir)
Alabama State
Department of Education
(SDE)

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*State Fiscal
Stabilization Fund
(ARRA)*
·Alabama does not link
student achievement
data to teacher or
leader evaluation

Welcome EducateAlabama Evaluator!

Last Name: Spondike   **First Name:** Beverly
Middle Name: Jane   **Local Education Agency:** Saraland City
Edit

Educator Profile Status

Label   [Notifications (257)]

Note: Educators not viewable here must login to EducateAlabama and select you as their Primary or Secondary Evaluator.
If an Evaluatee's Annual Review is prematurely closed, click the ↻ in the EA Closeout Date column to reopen the review.

To view past year data, select a review year from the drop down box below:
2016

Name	Self Assessment	PLP	Supporting Evidence Latest Entry Date	EA Close Out Date
Austin, Priscilla Ann	Complete	Complete	None Entered	Not Complete
Baldwin, Chelsea Smith	Complete	Complete	10/31/2016	Not Complete
Beasley, Colby-Win	Complete	Complete	None Entered	Not Complete
Boutwell, Brett	Complete	Complete	None Entered	Not Complete
Breland, Christie M	Complete	Complete	None Entered	Not Complete
Bryant, Mark S	Complete	Complete	10/31/2016	Not Complete
Carmichael, Robbin	Complete	Complete	None Entered	Not Complete
Cozad, Gregory Howard	Complete	Complete	None Entered	Not Complete
Crane, Andrew	Complete	Complete	None Entered	Not Complete
Crane, Ruth Victoria	Complete	Complete	None Entered	Not Complete
Croley, William Scott	Complete	Complete	None Entered	Not Complete
Cunningham, Jennifer Michelle	Complete	Complete	None Entered	Not Complete
Cunningham, Lauren	Complete	Complete	None Entered	Not Complete
Davidson, Chase	Complete	Complete	None Entered	Not Complete
Driver, Marla Lee	Complete	Complete	None Entered	Not Complete
Easley, Makenzie	Complete	Complete	None Entered	Not Complete
Edge, Tracey Lynn	Complete	In Progress	None Entered	Not Complete
EDWARDS, COLLEEN M.	Complete	Complete	None Entered	Not Complete
Fancher, Chris Alan	Complete	Complete	None Entered	Not Complete
Graham, Rachel K	Complete	Complete	None Entered	Not Complete
Granade, Kandace Williamson	Complete	In Progress	None Entered	Not Complete
Grogan, Carolanne Russell	Complete	Complete	10/13/2016	Not Complete
Hall, Stacey Moore	Complete	Complete	None Entered	Not Complete
Hill, Herschel P	In Progress	Not Started	None Entered	Not Complete
Holt, Melissa	Complete	Complete	None Entered	Not Complete

Page 1 of 3 (65 items)   [1] 2 3

Division of Teaching and Learning | Educator Effectiveness Section
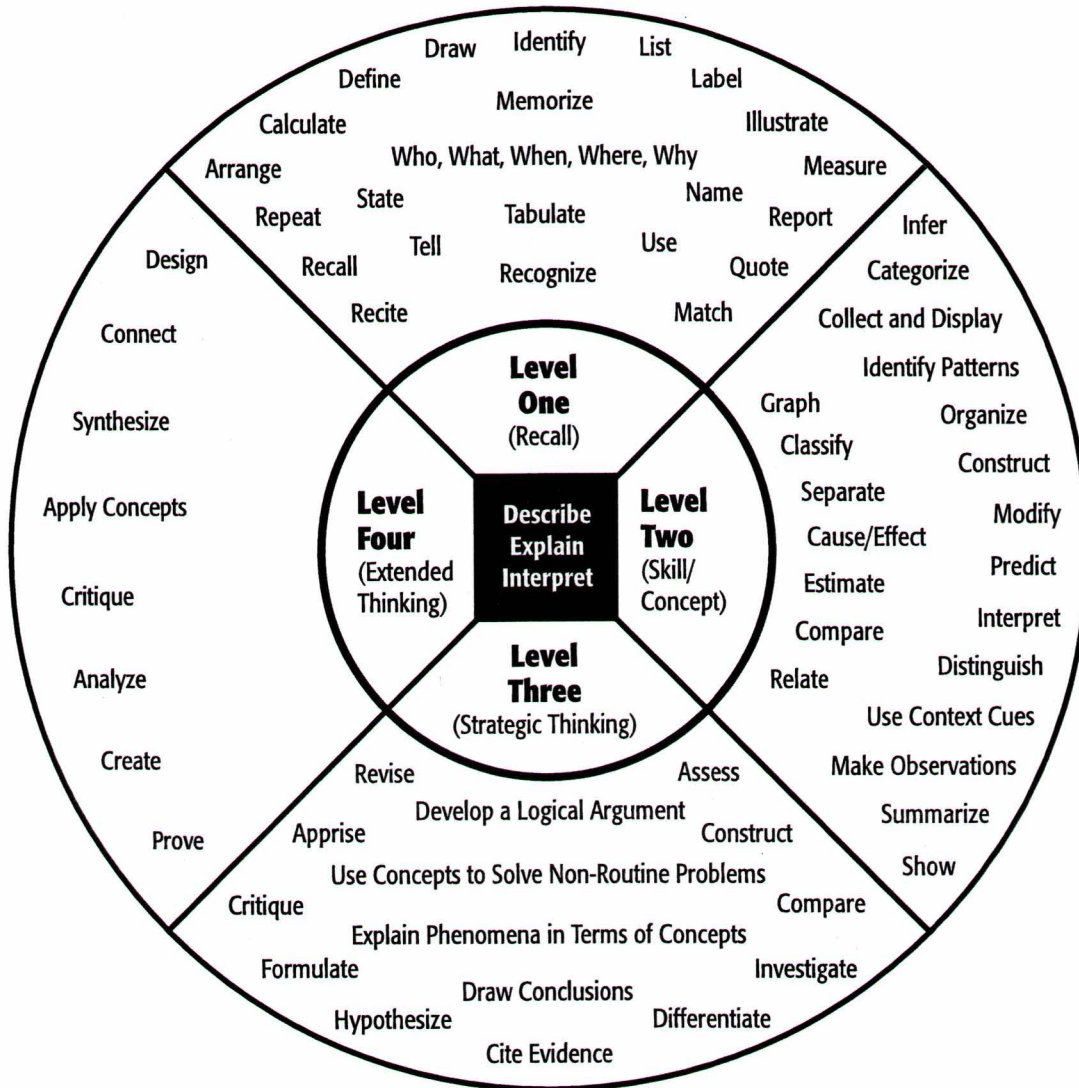50 N. Ripley St. Gordon Persons Bldg. | Rm. 5221
P.O. Box 302101 | Montgomery, AL 36130-2101
Telephone: 334-242-9962 | Fax: 334-353-0075
ASA Helpdesk: 1-800-338-8320
Educator Effectiveness · Online Education Directory (EDDir) · Alabama State Department of Education (SDE)

Depth of Knowledge (DOK) Levels

Draw · Identify · List · Define · Label · Memorize · Calculate · Illustrate · Arrange · Who, What, When, Where, Why · Measure · State · Name · Repeat · Tabulate · Report · Tell · Use · Design · Recall · Recognize · Infer · Recite · Quote · Categorize · Match · Collect and Display

Level One (Recall)

Level Four (Extended Thinking) · Connect · Synthesize · Apply Concepts · Critique · Analyze · Create · Prove

Describe Explain Interpret

Level Two (Skill/Concept) · Graph · Classify · Separate · Cause/Effect · Estimate · Compare · Relate · Identify Patterns · Organize · Construct · Modify · Predict · Interpret · Distinguish · Use Context Cues · Make Observations · Summarize · Show

Level Three (Strategic Thinking) · Revise · Assess · Develop a Logical Argument · Apprise · Construct · Use Concepts to Solve Non-Routine Problems · Critique · Compare · Explain Phenomena in Terms of Concepts · Investigate · Formulate · Draw Conclusions · Differentiate · Hypothesize · Cite Evidence

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Writing Portfolios

Another way SHS teachers engage their students is through the application of writing portfolios. In order to maintain a consistent, effective writing curriculum, Saraland High School has implemented a writing portfolio for each student. A progressive writing curriculum has been established system wide. At the completion of each school year, all eighth grade students' writing folders are sent to the high school and given to their respective teachers at the beginning of the students' ninth grade year. The portfolio follows the student throughout their high school career. Doing this enables teachers to identify the individual and overall writing skills of their students prior to assigning the first writing exercise of the year. It furthermore helps the students and teachers detect growth in writing skills. The portfolio consists of a major writing assignment each quarter and at least one timed writing per year. With this writing program in place, our students demonstrate improvement of their writing skills each year.

Technology in the Classroom

Saraland High School offers a variety of technology resources for the classroom. With two computer labs, three chrome book carts, a media center, clickers, web cams, Elmos, and Smart Boards, technology is applied to instruction on a daily basis. There is a Smart Board in each classroom at SHS. This tool is used daily to present information and allow students to demonstrate knowledge on objectives covered in class through interactive lessons. For example, many students use technology to conduct research and report findings through power points and videos. Another way students use technology in the classroom is through Skyping. Students have had the privilege of speaking with current politicians and scientists to make a real-life connection with content covered in their history and science classes. With technology shaping the future, SHS focuses on the incorporation of technology in teaching and learning activities in order to best prepare students for college and/or career endeavors.

9th Grade Career Prep classes using Chromebooks to participate in "Compass Learning Friday".

Students in the Engineering Lab working on sketch designs.
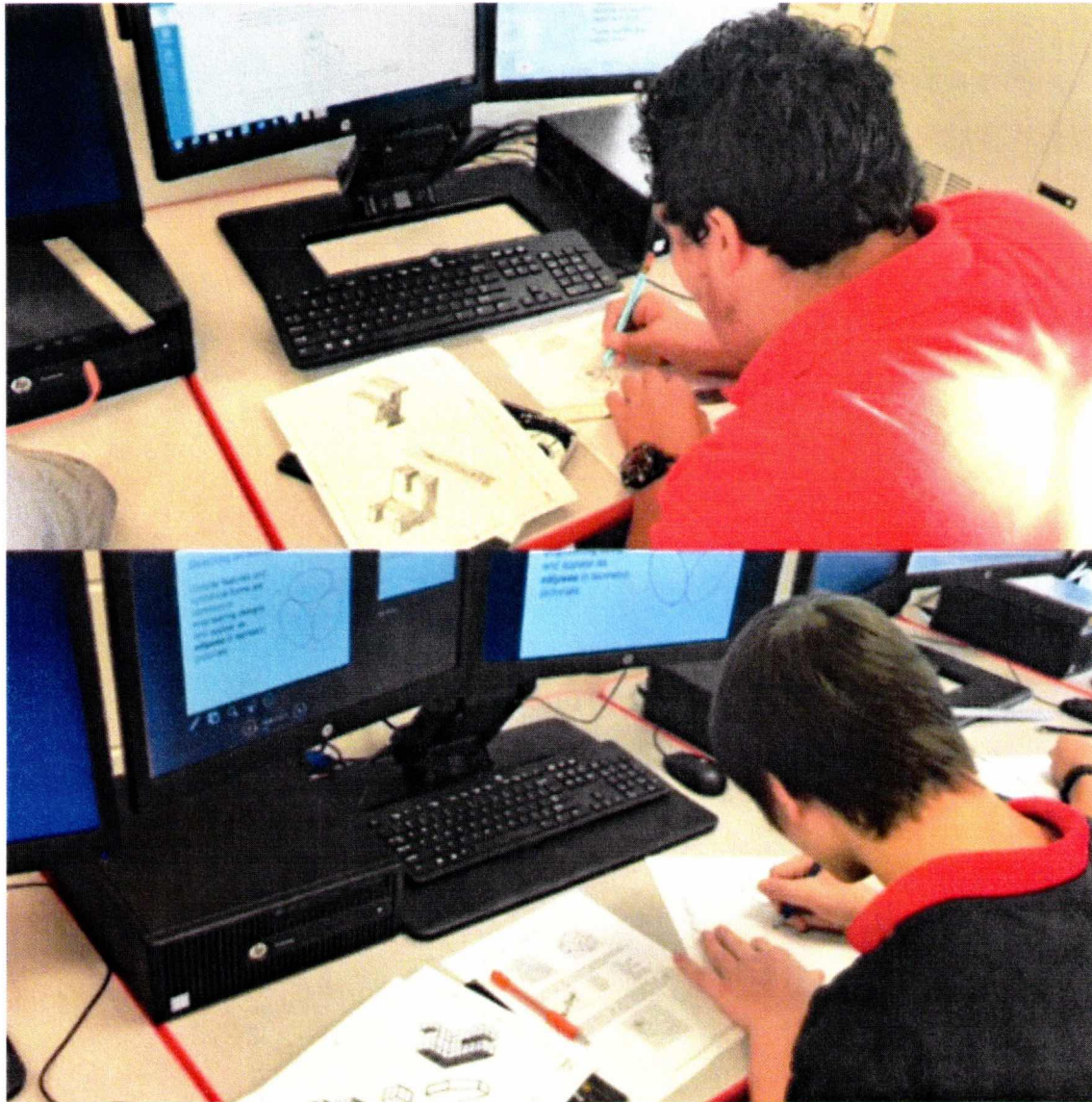
Welding students practicing cuts using the Virtual Welding Simulator.
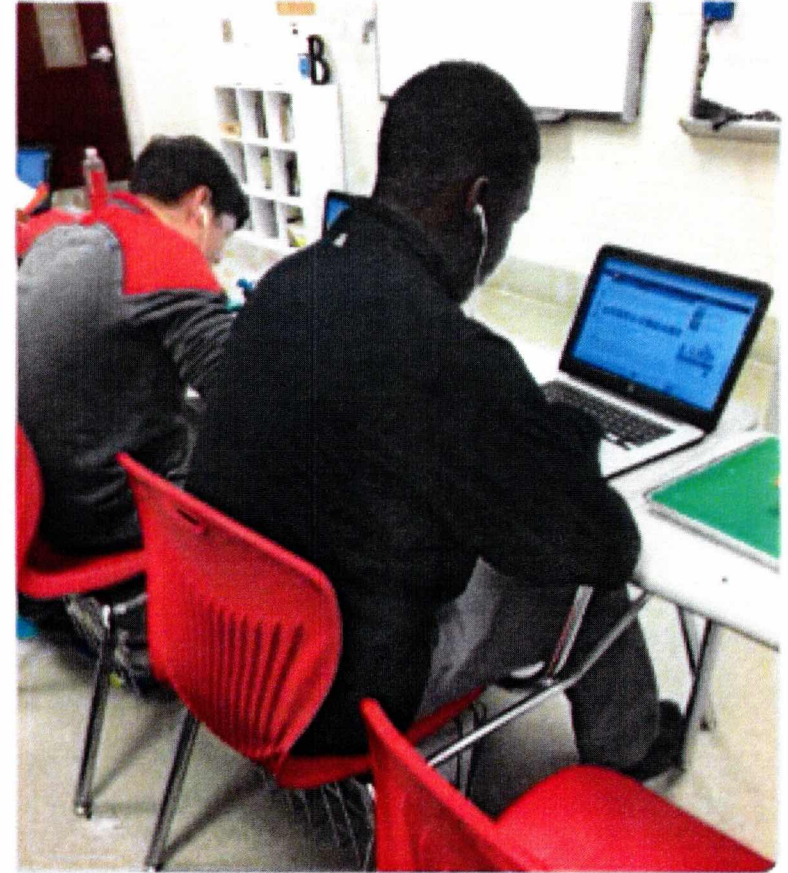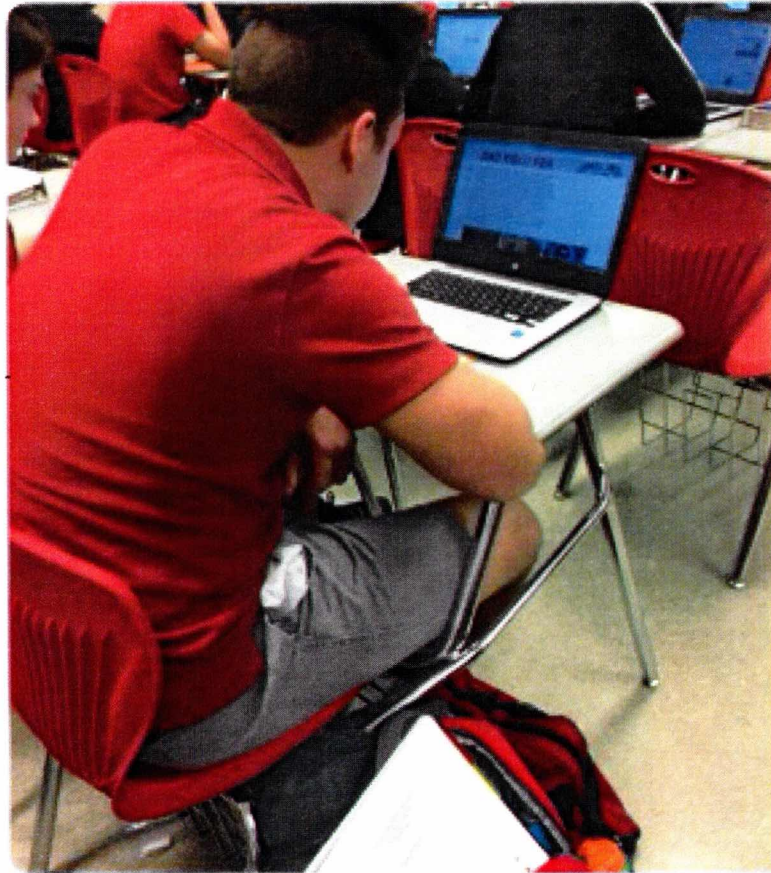
Saraland HS Library @SaralandHSLib · 2 Feb 2016

Mrs. Edges' Government students are registering to vote online today in the library! #18yrsold #votingrights

Chelsea Baldwin @ChelseaSBaldwin · 6d

Students have been busy researching, summarizing, and synthesizing background information for To Kill a Mockingbird.   @SaralandSchools

Chelsea Baldwin @ChelseaSBal... ·12/1/16 ∨

This week, my Mythology students are pitching a storyline for a new Thor movie based off of the Norse myths they read in class. #engagedEd

Lesson 4. HOW THE PROCESS WORKS

You already know that EDUCATEAlabama is a standards-based evaluation system, and you are familiar with the teaching standards (AQTS) which are the foundation for every aspect of the system. But, you need to know the remaining parts of the system and how the evaluation process will be implemented. Below is a graphic representation of the components and the process (the graphic is also in the Resources section at the end of this document and can be accessed by clicking on the following link: Process Graphic).

How the EDUCATEAlabama Collaborative Process Works

Definitions of Expectations and Performance	Instrumentation	Continua	Collaborative Summary	Improvement
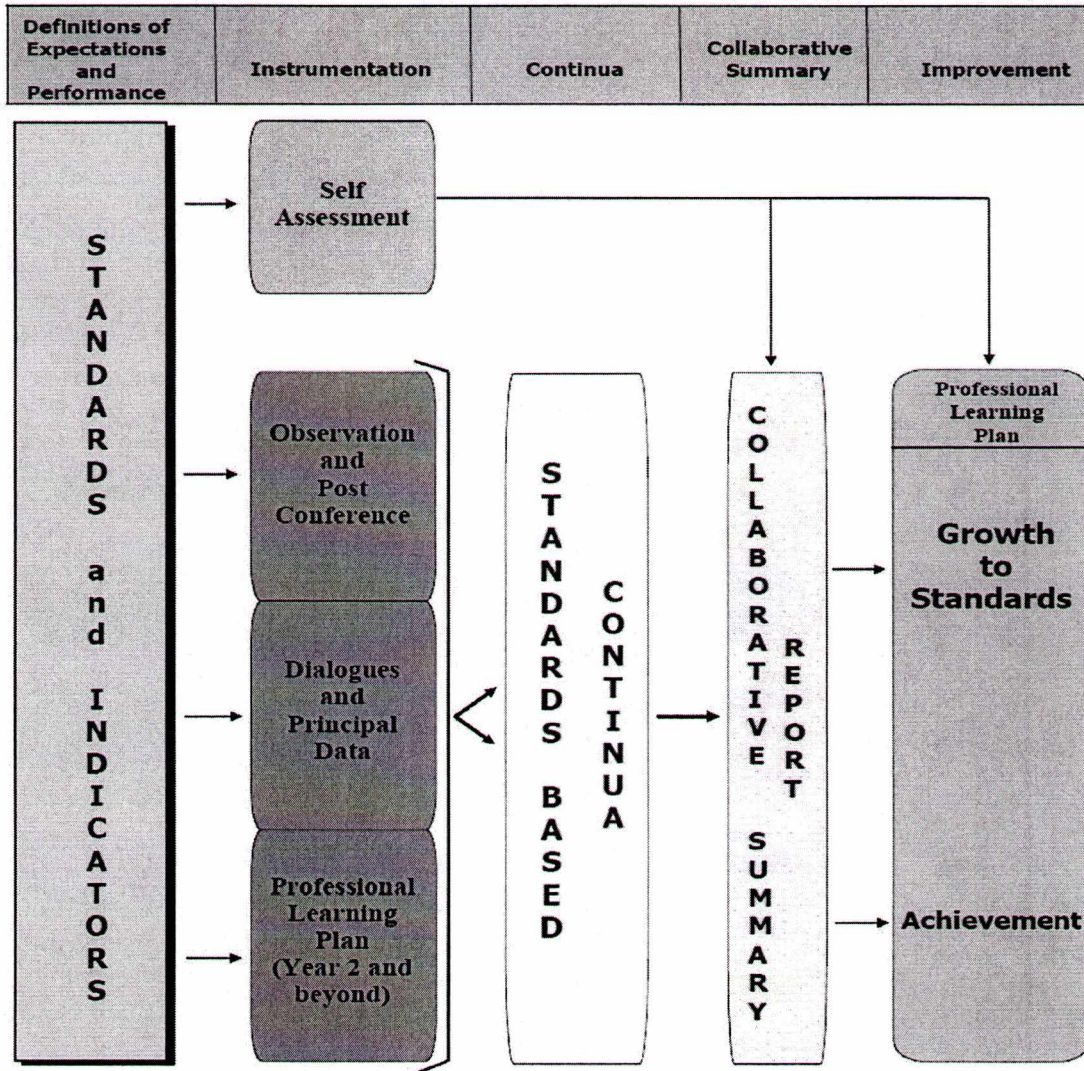
If you follow along on the "How the EDUCATEAlabama Collaborative Works" graphic, as we explain its contents and meaning, you should have at the end of the explanation the "big picture"; i.e., understanding of the evaluation process and how it works.

Saraland City School System

Professional Development Plan FY17

The LEA Advisory Council for the Saraland City School System analyzed state mandated test data and data collected from system-wide (grades K-12) formative assessments to determine the following professional development needs: *Grades K-12* - reading, language arts/English, mathematics, science, social studies, technology, and using data and standards-based assessments to improve learning; *Grades K-12* - English as a Second Language.

Month	Professional Development Activities	Grade Level(s)
August	• MS/CO: August 1st – Universal Precautions Training • MS/CO: August 1st – CPR Training • ES/MS/HS/CO: August 1st – District Teacher Institute Day • ES: August 2nd – Chromebook Training • ES/MS/HS/CO: August 2nd – Dyslexia Training • HS/CO: August 2nd – Universal Precautions Training • ES/CO: August 3rd – CPR Training • MS: August 3rd – Project CARE Training • HS/CO: August 3rd – Compass Learning • ES: August 3rd – Universal Precautions Training • ES/MS/HS/CO: August 10th – Instructional Partners Training • HS: August 16th – CPR Training • MS/CO: August 22nd – Dyslexia Screening Training • MS: August 29th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators • 5-8, Administrators • All Employees • K-4, Administrators • K-12, Administrators • 9-12, Administrators • K-4, Administrators • 5-8, Administrators • 9-12, Administrators • K-4, Administrators • Administrators, IPs • 9-12, Administrators • 5-8, Administrators • 5-8, Administrators
September	• ES/MS/HS/CO: September 1st – Key Leaders Network (KLN) • ES/CO: September 2nd – Dyslexia Screening Training • HS: September 6th – Leadership Team Meeting • ES: September 7th – Instructional Rounds • HS: September 7th – Instructional Rounds Training • ES: September 8th – CPI Recertification • MS: September 8th – CPI Recertification • ES: September 8th – AMSTI Unit 1 & 2 Study • MS/CO: September 12th – Compass Learning • ES/CO: September 13th – Dyslexia Screening • ES: September 13th – AMSTI Unit 1 & 2 Study • ES: September 14th – AMSTI Unit 1 & 2 Study • ES: September 14th – Analyzing STAR Reading and Math Data to Guide Instruction • MS: September 14th – Instructional Rounds • ES/MS/HS: September 15th – Powerful Conversations Network (PCN) • ES: September 16th – AMSTI Unit 1 & 2 Study • ES/MS/CO: September 19th –20th – Instructional Partners Network Retreat • MS: September 19th – Analyzing Tier 2 & Tier 3 Student Data • HS/CO: September 19th – Compass Learning Webinar • ES: September 20th – AMSTI Unit 1 & 2 Study • HS/CO: September 21th –22nd – Instructional Partners Network Retreat • ES: September 27th – Liberty Legacy • ES: September 29th – Analyzing Tier 2 & Tier 3 Student Data • ES/MS/HS/CO: September 29th – ALSDE Attendance Workshop • ES/MS/HS/CO: September 30th – New Hire Compass Learning • MS/CO: September 30th – Using Compass Learning Science • ES: September 30th – Utilizing Components of Accelerated Reading and STAR • ES: September 30th – Utilizing Components of Accelerated Reading, STAR, ACT Periodic, and ACT Aspire	• Administrators • 1, 2, 4, Admin • Leadership Team • Admin, IPs, Teachers • 9-12, Admin, IP • K-4 SPED, Admin • 5-8, Administrators • 4 PLT • 5-8, Administrators • K-4, Administrators • 2 PLT • K PLT • K-4, Administrators • Admin, IPs, Teachers • Administrators, IPs • 1 PLT • Administrators, IPs • 5-8, Administrators • 9-12, Administrators • 3 PLT • Administrators, IP • 3, Administrators • K-4, Administrators • Admin, Counselors • 1, 2, 4, 5-12, Admin • 5-8, Administrators • K-2, Administrators • 3-4, Administrators

	• ES/CO: September 30th – Dyslexia: Multisensory Teaching in all Settings	• K-4, Administrators
October	• HS: October 3rd – Homeless AwarenessTraining	• 9-12, Administrators
	• HS/CO: October 3rd – Chalkable Aspire Training	• 9-12, Administrators
	• ES: October 4th – AMSTI Unit 3 & 4 Study	• 4 PLT
	• ES: October 5th – AMSTI Unit 3 & 4 Study	• 1 PLT
	• MS: October 10th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• ES: October 11th – AMSTI Unit 3 & 4 Study	• 3 PLT
	• ES: October 12th – AMSTI Unit 3 & 4 Study	• K PLT
	• HS: October 12th – Project CARE Training	• 9-12, Administrators
	• Strategic Plan Review: October 12th	• Admin, Teachers, Parents, Stakeholders
	• ES: October 13th – AMSTI Unit 3 & 4 Study	• 2 PLT
	• ES: October 17th – Homeless AwarenessTraining	• K-4, Administrators
	• ES: October 17th – Project CARE Training	• K-4, Administrators
	• MS/CO: October 18th – Chalkable Aspire Training	• 5-8, Administrators
	• HS/CO: October 18th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/CO: October 19th – Chalkable Aspire Training	• 3-4, Administrators
	• ES/CO: October 20th –21st – S.P.I.R.E Multisensory Curriculum	• K-4, Administrators
	• MS/CO: October 20th –21st – S.P.I.R.E Multisensory Curriculum	• 5-8 SPED, Admin
	• ES/CO: October 25th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• MS/CO: October 26th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/MS/HS/CO: October 27th – Key Leaders Network (KLN)	• Administrators
	• ES: October 28th – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
November	• MS: November 1st – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• MS: November 6th – 8th – ASAHPERD Conference	• PE Teacher
	• MS: November 7th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• MS: November 7th – Homeless Awareness Training	• 5-8, Administrators
	• HS: November 8th – Leadership Team Meeting	• Leadership Team
	• MS: November 9th – Instructional Rounds	• Admin, IPs, Teachers
	• HS/CO: November 10th – Project Lead The Way (PLTW)	• Admin, Teacher
	• ES/MS/HS/CO: November 14th – STAR Renaissance	• Admin, IPs, Counselors, Librarians
	• ES/MS/HS/CO: November 15th – STAR Renaissance	• K-10 Teachers, Administrators
	• ES/MS/HS: November 15th – Powerful Conversations Network (PCN)	• Admin, IPs
	• ES: November 16th – Instructional Rounds	• Admin, IPs, Teachers
	• ES/MS/HS/CO: November 16th –18th – Alabama Counselor Conference	• Counselors, Director
	• ES: November 17th – Analyzing STAR Reading and Math Data to Guide Instruction	• K-4, Administrators
	• HS: November 28th – Instructional Rounds	• Admin, IP, Teachers
	• ES: November 29th – AMSTI Unit 5 & 6 Study	• 4th PLT
	• ES/MS/HS/CO: November 29th – Teacher Mentor Training	• Liaison, IPs
	• ES: November 30th – AMSTI Unit 5 & 6 Study	• K PLT
December	• ES: December 2nd – AMSTI Unit 5 & 6 Study	• 3rd PLT
	• MS: December 5th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• ES: December 6th – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• MS: December 6th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• ES/MS/HS/CO: December 7th –9th – Chalkable Annual Conference	• IPs, Registrars, Administrators
	• ES: December 7th – AMSTI Unit 5 & 6 Study	• 1st PLT
	• ES: December 8th – AMSTI Unit 5 & 6 Study	• 2nd PLT
	• HS: December 12th – Leadership Team Meeting	• Leadership Team
January	• ES: January 2nd – Learning Targets	• K-4, Administrators
	• ES: January 3rd – Elizabeth Sessions/Chromebooks	• K-4, Administrators
	• ES/CO: January 3rd – Dyslexia: Multisensory Teaching in all Settings	• K-4, Administrators

	• MS/CO: January 3rd – Compass Learning Training	• 5-8, Administrators
	• HS/CO: January 3rd – Compass Learning Training	• 9-12, Administrators
	• MS: January 10th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• ES: January 18th – Instructional Rounds	• Admin, IPs, Teachers
	• MS/HS: January 18th –20th – Chalkable/Power School Annual Conference	• Registrars, IP
	• MS/CO: January 18th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/MS/HS/CO: January 19th– Key Leaders Network (KLN)	• Administrators
	• HS: January 20th – Instructional Rounds	• Admin, IP, Teachers
	• MS: January 23rd – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS/CO: January 23rd – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/CO: January 24th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES: January 26th – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
February	• ES: February 1st – AMSTI Unit 7 & 8 Study	• K PLT
	• ES: February 2nd– AMSTI Unit 7 & 8 Study	• 4th PLT
	• ES: February 3rd – AMSTI Unit 7 & 8 Study	• 3rd PLT
	• CO: February 6th–7th – Instructional Partners Retreat for Central Office	• Administrators
	• ES: February 7th – AMSTI Unit 7 & 8 Study	• 1st PLT
	• ES: February 7th – Analyzing STAR Reading and Math Data to Guide Instruction	• K-4, Administrators
	• MS: February 7th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• ES: February 8th – AMSTI Unit 7 & 8 Study	• 2nd PLT
	• MS: February 13th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS: February 13th – Leadership Team Meeting	• Leadership Team
	• MS: February 15th – Instructional Rounds	• Admin, IP, Teachers
	• ES: February 22nd – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• ES/MS/HS: February 23rd – Powerful Conversations Network (PCN)	• Admin, IPs
March	• ES: March 7th – Instructional Rounds	• Admin, IPs, Teachers
	• MS: March 7th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• MS: March 20th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS: March 20th – Leadership Team Meeting	• Leadership Team
	• ES: March 21st – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• MS/CO: March 21st – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/MS/HS/CO: March 23rd – Key Leaders Network (KLN)	• Administrators
April	• HS/CO: April 17th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• MS: April 24th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• ES/CO: April 26th – Leadership Team Meeting (aCIP Review)	• Leadership Team
May	• ES/MS/HS/CO: May 2th–5th – Alabama Association of School Business Officials	• Bookkeepers, Central Office Staff
	• ES: May 3rd – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• MS: May 8th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS: May 8th – Leadership Team Meeting	• Leadership Team
	• ES: May 10th – Analyzing STAR Reading and Math Data to Guide Instruction	• K-4, Administrators
June	• AMSTI Year 2 Science Training/New Teacher Training	• K-8, Administrators
	• District Improvement Plan (DIP) Review	• Admin, Teachers, Parents, Stakeholders
	• Administrative Retreat	• Administrative Staff
July	• New Teacher Institute	• K-12, Administrators

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Superintendent Signature

12-2-16
Date

STANDARD 3: TEACHING AND ASSESSING for LEARNING

Students
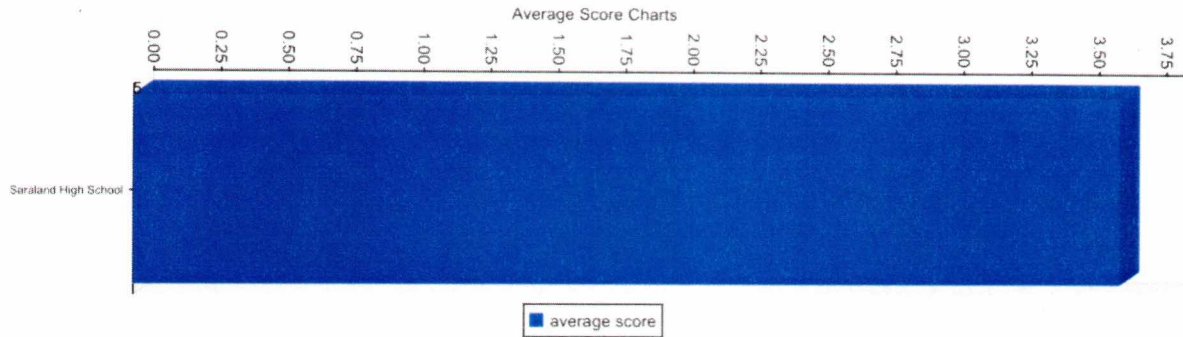
Average Score Charts
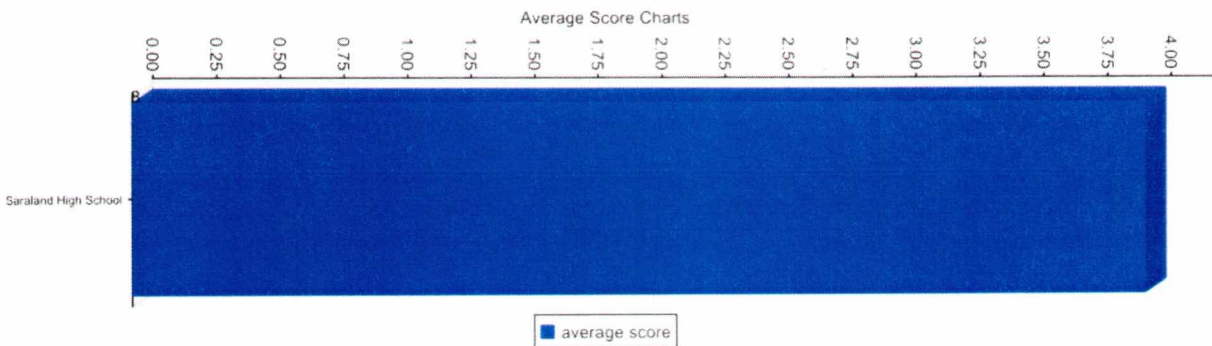

3.3 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.3, SHS's teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. According to the high school student survey results, the average score for this indicator was 3.32 in May 2016 and decreased slightly to an average score of 3.3 in December 2016. While a small decrease, the results still show students believed the school has achieved this indicator.
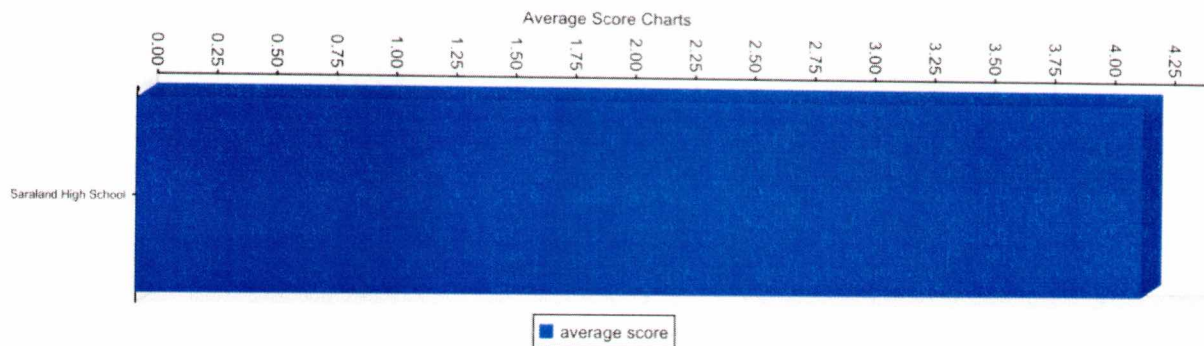
Parents

Average Score Charts

3.3 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.3, SHS's teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. According to the high school student survey results, the average score for this indicator was 3.86 in May 2016 and increased slightly to an average score of 3.99 in December 2016. This increase in results show parents believed the school has achieved this indicator.

Staff

Average Score Charts

3.3 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.3, SHS's teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. According to the high school student survey results, the average score for this indicator was 4.03 in May 2016 and increased slightly to an average score of 4.17 in December 2016. This increase in results show the staff believed the school has achieved this indicator.