PROFESSIONAL LEARNING *- Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.*

Professional Learning Standard 1: **The context of professional learning--the who, when, why and where—contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.**

PL 1.1 Learning Teams

☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**
Teachers do not participate in learning teams or meet regularly to plan for instruction.	Some teachers in some grade levels or subject areas meet to plan for instruction, but meetings do not occur regularly and the work is not aligned with school improvement goals.	Most teachers meet regularly in learning teams to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). This collaborative work would be enhanced by clear alignment of group expectations with the school improvement goals.	All teachers participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, monitor student progress). The collaborative work is aligned with the school improvement goals.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – At Darlington School, most teachers meet regularly in their department groups. All teachers are given a free period that coincide with everyone in their department. During these free periods teachers meet to develop lesson plans, adopt new text books or teaching materials, and/or to monitor student's progress.

RECOMMENDATIONS: It is recommended that teachers have more access to school improvement plans and what's needed to achieve those goals. The department heads should be setting goals for each department to align their collaborative work with the school's and student improvement plan.

PL 1.2 Learning Community

☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**
There is little or no evidence that the principal, administrative team or related human resources (e.g., leadership team, coaches, central office) supports or reinforces the creation and maintenance of a learning community.	There is some evidence that the principal, administrative team, or related human resources (e.g., leadership team, coaches, central office) support or reinforce the creation and maintenance of a learning community, but additional support in this area is needed. Although administrators have created structures for meetings to occur, they have failed to provide teachers with professional development related to the collaboration process.	The principal, administrative team, and other human resources periodically support the creation and maintenance of an effective learning community to support teacher and student learning. In key aspects of the school, these individuals work collaboratively to reinforce collaborative forms of professional development and learning for staff members. Although this process is operational, it would improve if greater emphasis were given to monitoring its impact on school improvement goals and student achievement.	The principal, administrative team and other human resources consistently support the creation and maintenance of an effective learning community to support teacher and student learning. These individuals work collaboratively to reinforce teachers' skillful collaboration (e.g., facilitation skills, conflict resolution, and group decision-making). They also help to create structures to support collegial learning and implement incentive systems to ensure collaborative work. They monitor the impact of these collaborative processes on school improvement goals and on student learning, and participate with other individuals and groups in the operations of the learning community.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – At Darlington School the Instructional Technology Coordinator and Academic Deans are responsible for Professional Development. The division directors are in charge of the learning communities such as departments and teams. They do not require this to be something that departments do every week or on a consistent basis. As the departments engage in professional development there are some collaborative times after to talk about the learning and to share with their group.

RECOMMENDATIONS: It is recommended that as professional development occurs and Darlington School pays for this training, it should be shared and collaboration times should be observed by administrators to see how the training was made useful to the school's improvement.

PL 1.3 Instructional Leadership Development and Service

☐ **Not Addressed**	☒ **Emergent**	☐ **Operational**	☐ **Fully Operational**
There are few if any opportunities for teachers to participate in instructional leadership development experiences, serve in instructional leadership roles, or participate in supporting school-based professional learning.	There are opportunities for teachers to participate in preparing for and serving in instructional leadership roles and contributing to the school-based professional learning plans. However, the opportunities are limited to a small number of teachers.	There are many opportunities for teachers to serve in instructional leadership roles and develop as instructional leaders. They are highly engaged in planning, supporting, and communicating professional learning in the school. This would be enhanced if there were more opportunities for instructional leadership roles among various personnel.	A variety of teachers take advantage of opportunities to participate in instructional leadership development experiences and serve in instructional leadership roles (e.g., instructional coach, mentor, facilitator). They plan, advocate for support of, and articulate the benefits and intended results of professional learning.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – At Darlington school there are a few teachers that have been put in instructional leadership roles but the opportunities are limited to a small number of teachers. For example, there have been several leadership roles created such as, Technology Liaisons and advisory leaders. The Technology Liaisons work closely with the Instructional Technology Coordinator to increase their technology skills and work more with teachers to help with technology in the classroom. This helps teachers to feel their peers are being more involved with their classroom enrichment without feeling crowded by IT. The Advisory leaders are faculty members that are chosen to train other faculty to be good advisors. They answer questions and give small meetings and training sessions on how to help students with academic, discipline and school wide issues that may occur for their advisees.

RECOMMENDATIONS: It is recommended that more instructional coaches are developed in different areas such as teaching study skills, note taking, and technology. Once these are developed, regular meeting times and mentorship should occur.

PL 1.4 School Culture for Team Learning and Continuous Improvement

☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**
There is little or no evidence of the principal and other leaders establishing ongoing team learning with clearly articulated expectations for professional learning.	There is some evidence the principal and other leaders support a culture involving ongoing team learning and continuous improvement. However, there is not a clearly articulated plan for professional learning for teachers and administrators.	There is general evidence the principal and other leaders support a culture involving ongoing learning and continuous improvement through a plan for professional learning for teachers and administrators. The professional learning would be enhanced by including a variety of designs (e.g., lesson study, peer observations, modeling, instructional coaching, collaborative teacher meetings, etc.) constituting high-quality professional learning experiences.	The principal and other leaders support a school culture that reflects ongoing team learning and continuous improvement. The principal and other leaders plan for high-quality professional learning, articulate intended results of school-based professional learning, and participate in professional learning to become more effective instructional leaders.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – There are many opportunities for ongoing learning and improvement through professional development at Darlington School. The School provides grants for teachers to apply to go to many different conferences year round as well as the IT team has developed many online opportunities for teachers and administrators to do self paced professional development. The school also offers in-house professional development with IT as well as the learning center.

RECOMMENDATIONS: It is recommended that more instructional coaching and mentoring needs to occur. If the school culture would include a mentoring program, not only for new teachers but those also that needed improvement or wanted to learn new styles of teaching or technology would improve student learning.

PL 1.5 Job-Embedded Learning and Collaboration

☐ Not Addressed	☐ Emergent	☐ Operational	☒ Fully Operational
Teachers spend little or no time during the work-week learning and collaborating with colleagues to improve their use of curriculum, assessment, instruction, and technology.	Some teachers spend a small amount of time during the work-week collaborating with colleagues. However, this time is often focused on non-curricular topics and typically occurs after school.	Most teachers spend time during a workday each week collaborating with colleagues about curriculum, assessment, instruction and technology use in the classroom. This professional learning would be enhanced by allocating more time each week for job-embedded learning (e.g., lesson study, peer-observations, modeling, instructional coaching, teacher meetings).	Teachers spend a significant part of their work-week in job-embedded learning and collaboration with colleagues addressing curriculum, assessment, instruction, and technology. They receive sufficient support resources (e.g., materials, time, training) and assist with securing additional resources necessary (e.g., funding, time, technology) to sustain their learning. (NSDC Standards recommend that formal and informal job-embedded learning take place during at least 25% of educators' professional time. Such time can be devoted to lesson study, peer observations and coaching, modeling, conferencing, teacher meetings, mentoring.)

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Faculty members at Darlington School are given 1 to 2 free periods per day that's devoted to lesson study, peer observations, coaching, teacher meetings, mentoring and department meetings. During this time the IT department or the faculty department head may schedule meetings for collaboration or short training time.

RECOMMENDATIONS: Even though embedded learning is fully operational, it is a belief that more structured expectations for this time needs to be in place. Teachers use this time to write comments, read, run errands and etc. This is ok, especially since once or twice a week they meet with their department during this time but I believe more structure needs to be in place.

PL 1.6 Resources Support Job-Embedded Professional Learning

☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**
Resources are not allocated for job-embedded professional learning that is aligned with high-priority school improvement goals. Little if any professional development is devoted to helping teachers use technology to enhance student learning.	Some resources are allocated for professional learning. However, much of the professional learning is conducted primarily after school and is not aligned with the high-priority school improvement goals. There is limited professional development devoted to helping teachers use technology to enhance student learning.	Most resources for professional learning are allocated for the identified high-priority school improvement goals. However, providing more job-embedded learning opportunities and professional development would enhance teachers' use of technology to support student learning. In other cases, these forms of professional development need to be more ongoing and sustained to ensure actual classroom implementation of training strategies and processes.	Resources are allocated to support job-embedded professional learning that is aligned with high-priority school improvement goals and technology supporting student learning. There is sustained commitment to ensuring that these professional development activities result in successful classroom implementation. There is also a process in place to determine the value-added of key strategies and processes, i.e., how they impact student achievement and related organizational short- and long-range goals.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Darlington School provides many different opportunities for professional training for faculty. The administrators of the school believe that this training is extremely important to align with the schools improvement goals. The teachers are given many opportunities before and after school and sometimes during their free periods for this learning.

RECOMMENDATIONS: It is recommended that more resources need to be provided to allow teachers to have ongoing training weekly during their job-embedded times. I believe if structure and planning by department heads is established for what needs to happen during this planning time, it will be more successful for teaching and learning improvement.

Professional Learning Standard 2: The process—the how—of professional learning is aligned with articulated goals and purposes, data-driven, research-based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.

PL 2.1 Collaborative Analysis of Data

☐ **Not Addressed**	☒ **Emergent**	☐ **Operational**	☐ **Fully Operational**
Teachers and/or administrators use personal experiences or opinions to determine student and adult learning needs and goals. Data is not collected and analyzed in monitoring school and classroom improvement strategies,	Teachers and/or administrators work in isolation or with limited representation to review student summative data and determine student and adult learning needs and goals. Student and teacher data is collected and analyzed at the end of the year to monitor the accomplishment of classroom and school goals.	Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They collect and analyze relevant student and teacher data at the beginning and end of the year to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.	Teachers and administrators collaboratively analyze disaggregated student learning, demographic, perception, and process data to identify student and adult learning needs and goals. They continuously (minimum of 4 times a year) collect and analyze relevant student and teacher data (e.g. action research, analyzing student work, classroom observations, Awareness Walks, and surveys) to monitor and revise school and classroom improvement strategies. Accomplishments are celebrated and results are regularly reported to family and community.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Administrators collect data on a regular basis but it is not regularly shared with faculty members. Usually mid year, February, data is shared with the teacher during evaluation time. There are not collaboration meetings about data or discussions about how to improve student learning by evaluating the data.

RECOMMENDATIONS: It is recommended to continuously collect and analyze the data in a non-threatening way with the faculty. Having teachers collaborative talk about the issues they are seeing and how they can improve student learning is the key to fixing the issues with students and improve student learning and the overall school improvement plan.

PL 2.2 Evaluating Impact of Professional Learning

☐ **Not Addressed**	☒ **Emergent**	☐ **Operational**	☐ **Fully Operational**
The principal and other leaders develop and implement a plan for evaluating teachers' reactions to professional development events. Teachers' contributions to the evaluation are limited to providing satisfaction ratings. The evaluation identifies changes in teacher knowledge and skills as a result of participation, but it does not evaluate changes in practice or impact on student learning.	The principal and other leaders develop and implement a plan for evaluating professional development events. Teachers contribute to the evaluation by collecting and analyzing summative student learning data. The evaluation identifies changes in teacher knowledge and skills as a result of participation and year-end student performance, but it does not evaluate change in teacher practice.	The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (formative and summative for a one- to two-year period) evaluation of the impact of professional development on teacher practices and student learning. The evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing relevant student learning and process data.	The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (both formative and summative over a three- to five-year period) evaluation of the impact of professional development on teacher practices and student learning. Evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing a variety (student learning, demographic, perception, and process) of relevant data. The plan specifies the evaluation question(s), data sources, data collection methodology, and data analysis processes.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – The administrators and the Instructional technology coordinator meeting on a regular basis to evaluate different professional development events, create opportunities for these events at the school and online. Teachers and department heads will evaluate teachers mid-year to see if there are specific changes in teacher's classroom practices and overall knowledge.

RECOMMENDATIONS: It is recommended that professional development is tracked and evaluated on a regular basis to ensure that data is collected to make sure that these professional development opportunities are improving student learning and teacher practices.

PL 2.3 Interpreting and Using Research Results

☐ **Not Addressed**	☒ **Emergent**	☐ **Operational**	☐ **Fully Operational**
The principal and other leaders review professional journals that summarize research instead of actual research or they do not recognize a need for reading and interpreting research when making instructional decisions regarding professional development and school improvement approaches.	The principal and other leaders review educational research. They create opportunities for a few, select teachers to study educational research. They work with them to conduct reviews of research when making instructional decisions regarding the adoption of professional development and school improvement approaches.	The principal and other leaders demonstrate modest skills in interpreting educational research (validity and reliability, matching populations, and interpreting effect-size measures). They create opportunities for teachers to learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches.	The principal and other leaders demonstrate advanced skills in determining appropriate research design, interpreting research results, and determining whether results can be generalized. They ensure that teachers and community members learn to use educational research. They work with them to conduct extensive reviews of research to make informed instructional decisions regarding the adoption of professional development and school improvement approaches.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – The division directors review educational research and review this material with the academic dean, department heads and other select faculty members. They make decisions based on this research to adopt professional development events and ideas for school improvement.

RECOMMENDATIONS: It is recommended to have the division leaders and department heads participate in professional development to increase their knowledge research design, interpreting research and how to use it for improved student achievement and the schools overall improvement plan.

PL 2. 4 Long-Term, In-Depth Professional Learning

☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**
Teachers experience single, stand-alone professional development events that are typically large group, workshop designs. There is little if any evidence of implementation or change in practice in classrooms. No emphasis is given to enhancing teachers' content knowledge or understanding.	Teachers attend multiple workshops on the same topic throughout the year to gain information about new programs or practices. They experiment with the new practices alone and infrequently with limited school-based support for implementation. No emphasis is given to enhancing teachers' content knowledge or understanding.	Teachers participate in long-term (two- to three-year period), in-depth professional learning that includes a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and classroom observations). Some evidence is present of attention to enhancing teachers' content knowledge.	Teachers participate in long-term (two- to three-year period), in-depth professional learning that engages learning teams in a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to extensive, follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). A major focus of ongoing professional development is a commitment to maintaining and updating all teachers' knowledge and understanding of the content they are teaching and changes occurring in their field(s).

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Teachers attend many different types of workshops and training events at Darlington School. They are given multiple online training sessions to help encourage and reinforce the skills throughout the year that they have learned. There is evidence that these sessions have enhanced teachers' content knowledge and many of them are successfully using Darlington's 1:1 laptops in the classroom on a regular basis.

RECOMMENDATIONS: Not all teachers are required to engage in these long-term training sessions. It is recommended that all teachers must participate and show knowledge and improvement in the skills they have been taught.

PL 2.5 Alignment of Professional Learning with Expected Outcomes

☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**
The principal and other leaders provide single, stand-alone professional development events that are typically large group, workshops with no expectations for implementation of new classroom practices. Generally, activities are not aligned with the school improvement plan or related priorities.	The principal and other leaders provide multiple workshops on the same topic throughout the year. They articulate the learning goal, but do not discuss expectations for implementation. Teachers receive limited school-based support for implementing the new classroom practices. Activities are only generally aligned with the school improvement plan or related priorities.	The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). The professional learning is long-term (two-to-three year period) and in-depth with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation by providing rubrics that describe the desired classroom practices and communicate how those practices connect to the school improvement goals. Generally, activities are aligned with major priorities within the school improvement plan.	The principal and other leaders align a variety of professional development designs with expected adult learning outcomes (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). They ensure that teams of teachers are engaged in long-term (two-to-three year period), in-depth professional learning with extensive school-based support for the implementation of new practices. They clearly communicate the expectations for implementation with collaboratively developed rubrics describing desired classroom practices and communicate how those practices connect to the school improvement goals.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – The Academic Dean and Instructional Technology Coordinator align many professional development opportunities to implement new practices in the classroom. These administrators lay out the expectations of these new practices and set goals for the teachers to use them successfully.

RECOMMENDATIONS: It is recommended that all teachers take place in these expectations. Some of the veteran teachers are automatically exempt from taking on these new ideas and are quietly excused. Administrators should clearly communicate to all teachers that everyone should use these new practices and no one is exempt from training and implementing them.

PL 2.6 Building Capacity to Use Research Results

☐ **Not Addressed**	☒ **Emergent**	☐ **Operational**	☐ **Fully Operational**
Professional development is planned with no regard for research about adult learning needs and individual and organizational change processes. The sessions provided include strategies that do not mirror the instructional strategies teachers are expected to use with students (e.g., lecturing on inquiry method, covering material instead of helping participants to use and internalize it), and sessions are the same for all teachers regardless of their career stage.	Professional development is planned using research about adult learning needs and how individuals experience the change process. The professional development sessions demonstrate classroom practices through videotapes and simulations. The experiences focus on procedural learning - "how to do it"- rather than on developing deep understanding of concepts and problem solving strategies. Some professional development is specialized for new and mentor teachers.	Professional development is planned using research about adult learning needs and individual and organizational change processes. The professional development sessions include modeling and demonstrations of expected classroom practices. The experiences impact teachers' depth of understanding enabling them to use the new strategies routinely. Some professional development is specialized to reflect career stages of new teachers, mentor teachers, and teacher leaders.	Professional development builds the capacity of the staff to use research about adult learning needs and individual and organizational change processes as they implement new strategies. Professional development sessions consistently employ the same instructional strategies that are expected to be used in their classrooms. The experiences impact teachers' depth of understanding enabling them to solve problems and adapt new strategies to classroom circumstances. Professional development is differentiated to reflect career stage needs and interests (e.g., mentoring, leading learning teams, coaching, utilizing technology, and curriculum development).

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Darlington School provides professional development for all it's staff that demonstrate classroom practices through in-house training, how-to handouts, and video instruction. Some of the professional development is geared toward new faculty, whereas some is on-going for long-time faculty.

RECOMMENDATIONS: It is recommended to provide more sessions that show procedures, strategies and ideas that apply to classroom teaching and learning.   Also, more development that can be engaging and provide interests for teachers in their own field.

PL 2.7 Knowledge about Effective Group Processes

☐ **Not Addressed**	☐ **Emergent**	☐ **Operational**	☒ **Fully Operational**
Teachers and administrators lack knowledge about effective group processes and/or work alone, disregarding collective responsibility for student learning.	Teachers and administrators have knowledge of stages of group development and effective interaction skills, but lack skill in group process strategies needed for productive collaborative work. As a result, colleagues work in temporary groups often encountering unresolved conflict or frustration. Technology (e.g., email, chat rooms, and websites) is used to support collegial interactions.	Teachers and administrators have knowledge and skills regarding group processes (e.g., group decision making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively. Technology (e.g., subject area networks, lesson sharing, seminars) is used to support collegial interactions.	Teachers and administrators have knowledge and skills to monitor and improve group processes (e.g., group decision-making strategies, stages of group development, effective interaction skills, and conflict resolution) that are necessary to accomplish tasks and satisfy the interpersonal expectations of the participants. As a result, the school culture is characterized by trust, collegiality, and collective responsibility for student learning where colleagues work collaboratively in established, ongoing learning teams. Technology (e.g., online discussions, web casts, and seminars, educational blogs, listservs, downloadable resources) is used to support collegial interactions and to ensure effective and sustained implementation.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Teachers at Darlington School make full use of Google Docs, the schools intranet discussion board, Google chat, and email. By collectively collaborating about expectations, teacher skills, and mentoring through online resources. The school's culture has changed recently by using these tools to take collective responsibility for student learning.

RECOMMENDATIONS: It is recommended that while we have almost all teachers using these tools successfully we are not at 100%, it should be made clear that the expectation is for all teachers, administrators and leaders to use these tools successfully.

Professional Learning Standard 3: The content—the what—of 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.

PL 3.1 Classroom Practices Reflect an Emotionally and Physically Safe Learning Environment

☐ **Not Addressed**	☐ **Emergent**	☐ **Operational**	☒ **Fully Operational**
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.	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 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 (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.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Darlington School is an international boarding school and it's in our culture to provide students with differentiated instruction. The teachers are provided many professional development opportunities to understand different cultures and how to teach ESL students successfully.   The teachers also teach our students to respect other students, teachers and people of all different races, religions and cultures. There are high expectations for our college prep school and even though students are of different races, cultures and learning styles we uphold high standards for all student achievement.

RECOMMENDATIONS: This school has exceeded in this category and there isn't much needed recommendations other than to incorporate more religious activities for those of different religions.

PL 3.2 Deep Understanding of Subject Matter and Instructional Strategies

☐ **Not Addressed**	☐ **Emergent**	☐ **Operational**	☒ **Fully Operational**
Teachers demonstrate superficial knowledge of subject matter and mostly rely on textbooks. They primarily use lecture, seatwork, and discussion as instructional strategies and paper-and-pencil tests for assessment.	Teachers demonstrate breadth of subject matter, but the content they teach is often not aligned with required learning goals (e.g., GPS, district standards). They may use some engaging instructional strategies and a variety of assessment strategies in some contexts; however, most of their instruction is presented in traditional whole-group, teacher-centered fashion.	Teachers exhibit a deep understanding of subject matter, use a variety of appropriate instructional strategies, and use various assessment strategies to monitor student progress toward meeting rigorous and required standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.	Teachers exhibit a deep understanding of subject matter; differentiate instruction based on needs, interests, and backgrounds; use a variety of appropriate instructional strategies; and use various assessment strategies (e.g., constructed-response test items, reflective assessments, academic prompts, culminating performance tasks and projects, interviews, rubrics, peer response groups) to monitor student progress toward meeting rigorous standards. They plan interdisciplinary units with colleagues and can articulate a rationale for why specific instructional strategies and assessments are appropriate to specific content or objectives.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Teachers at Darlington School use their collaborative time to meet weekly to plan units and to collaborative on different instructional strategies and assessments to be used in the classroom. Most departments meet consistently to work together to plan that all classes stay in line with each other. Example, and AP US History classes teach from the same book and curriculum to ensure they are covering all the material to help students pass the AP exam. The discuss rigor, the advisory program and new types of classroom structures to implement.

RECOMMENDATIONS: It is recommended that more teachers take on leadership positions to lead other teachers to use newer and more innovative instructional strategies to improve teaching and learning. Teachers that are showing vast improvement by using these strategies should be commended and allowed to lead other teachers into using these new ideas.

PL 3.3 Sustained Development of Deep Understanding of Content and Strategies

☐ **Not Addressed**	☐ **Emergent**	☒ **Operational**	☐ **Fully Operational**
The principal and other leaders encourage but do not require teachers to participate in district-based professional development opportunities to increase knowledge of content, research-based instructional strategies, and assessments. There is minimal if any evidence of school-based professional development to promote student achievement. They create work schedules that result in teacher isolation and individual practice.	The principal and other leaders emphasize the importance of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. They create work schedules to support collegial interaction and sharing and encourage teachers to participate in district-based professional development focused on content, pedagogy, and assessment.	The principal and other leaders promote teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies as a high priority. They avoid large-scale trainings that may not address the needs of all participants. They create work schedules to support collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.	The principal and other leaders promote the sustained development of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. All professional development activities are purposeful and aligned with specific individual and group needs. They create work schedules to support ***ongoing***, collegial learning and differentiated professional development focused on content, pedagogy, and assessment. Teacher learning time and application of strategies and assessments is closely monitored.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Darlington School administrators and committees promote many learning opportunities for it's faculty but have a strong belief that work schedules that include collegial learning that focuses on ways to improve student learning. Teachers are encouraged to used their planning time and scheduled department retreats to improve student learning by collaboration and professional development during these times.

RECOMMENDATIONS: It is recommended that follow up and accomplishments are documented during these times. Also, planning ongoing training and documenting during these planning times would be beneficial to teaching and learning. It would also be beneficial to see if this is having an impact on student learning.

PL 3.4 Partnerships to Support Student Learning

☐ **Not Addressed**	☐ **Emergent**	☐ **Operational**	☒ **Fully Operational**
There is no collaboration with parents or the community in developing activities to support learning. Communication through only written correspondence is limited to encouraging parents to attend school functions, yearly conferences, and performances.	There is a school committee to focus on developing community partnerships to support student learning. Communication through written correspondence or phone is about school programs, student progress, and encouraging attendance at school functions, yearly conferences, and performances.	There is a committee that works with families and the community through partnerships that develop programs to support student learning. Strategies are implemented to increase family involvement such as offering suggestions about ways parents can support student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, student work, homework, and school events) through a website, phone, email, voice mail, and written correspondence.	Partnerships among teachers, families, and the community are maintained to develop programs that support learning and enhance student skills and talents. Strategies are implemented to increase family involvement such as providing parent education workshops with information on child development and supporting student learning at home and communicating with families about school programs and student progress (e.g., information about report cards, grading practices, (student work, homework, and school events) through an interactive website, phone, email, voice mail and written correspondence.

EVIDENCE: In the space below, provide detail evidence supporting your rating above – Darlington has developed a good partnership with parents to increase family involvement. The IT department provides communication to parents through quarterly parent forums about internet safety, cyberbullying, and parent technology education. Parents are also encouraged to come to counseling and student life meetings to provide information about the Darlington Community. Teachers, administrators and leaders are also asked to blog on the Darlington website about what's going on at Darlington.

RECOMMENDATIONS: It is recommended to continue the excellent communication to parents and the community about Darlington school. The communications department of Darlington does a wonderful job of encouraging different activities to include parents and it's recommended that they continue this and also research new ideas to include parents.