

Current Reality and GAPSS for Teasley Middle School

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Teasley Middle School (TMS) is a public middle school in Northern Cherokee County. TMS is located in the Cherokee High School zone. This zone is made up of rural and suburban neighborhoods and includes the downtown Canton area where there are many low-income homes. TMS opened its current location in 2016 as the only one-to-one middle school in the Cherokee County School District (CCSD). Today, two middle schools are one-to-one in CCSD. Teachers at the other middle schools were issued 10 Chromebooks and are Bring Your Learning Device schools. CCSD includes six high schools, seven middle schools, and 23 elementary schools. Every classroom in CCSD has either a SmartBoard, a Promethean Board, or an Interactive LED Panel. Every student has an Office365 account and uses the learning management system Canvas. All personnel and students who have a CCSD issued computer will use an SSO or Single Sign-On to access everything. CCSD will also be utilizing Microsoft's Authenticator for two-step verification beginning in October 2020.

School Vision

Teasley Middle School's vision as a one-to-one school is to use technology as a means to not replace hands-on or engaging activities but to enhance them. Technology use should be purposeful and meaningful. CCSD instructional framework that includes four steps: design, instruct, assess, and reflect. These four steps are fluid and continue in a loop with data driving each step. The learning outcomes should show gains. The two primary data sources used for tracking student growth for the year are FastBridge for ELA and Math and the GA Milestones. Teachers are expected to use formative and summative assessments and give timely, constructive feedback for growth in the classrooms. Teachers utilize many tools to support the desired learning outcomes and gain data quickly to drive instruction. Kahoot, Quizlet, and Quizizz are all used to teach

and reinforce material while also gaining data on student achievement. Canvas discussions are used for students to share opinions and support agreements or disagreements about the material. Teachers utilize Microsoft OneNote to allow collaboration on projects and assignments. Nearpod is a recent tool that CCSD purchased for all teachers. It has allowed for instant formative assessments during instruction and easily allows for more ways to use technology to support engagement. An example of supporting engagement is the draw tool in Nearpod. A teacher can upload a chart or table for the student to fill in or a picture for the student to circle key parts or add text boxes to tag. This can all be shown live for instant feedback by the teacher and peers as well as the student can self-review based on their peer's work. No matter the way technology is used, the outcome expected to support the vision is for students to see technology as a tool and like any tool has a place and time to be used. It is not a replacement but a way to enhance learning.

Needs Assessment

Professional Learning (PL) needs are determined based on our School Improvement Plan, which is based on data from our GA Milestone scores, ACCESS scores, CCRPI, Student and Parent Surveys, and TKES or LKES. Because of Covid-19, the GA Milestones were not given this past year, so past data is being used to see trends. Math and ELA use FastBridge as an assessment tool which has greatly helped with replacing those testing areas with up to date data. PLs for teachers are typically in four areas: ESOL, Academic, Social-Emotional, or Individual/PLC. ESOL uses data from ACCESS scores. Academic uses data from the GA Milestones and/or FastBridge. Social-Emotional uses the Panorama Surveys for students and parent surveys. Individual/PLC uses data come from surveys our Instructional Lead Strategist or Academic Facilitator

send out. Individual/PLC can be one-on-one or your PLC groups depending on the need identified. The favorite among teachers and admin is the Individual/PLC because it is more personalized to the individual and meets a specific need. The other 3 are typically grade level or school level and may not be useful for all.

Alignment to School Improvement Goals

All Professional Learnings are aligned with our 2 goals from Our [School Improvement Plan](#). The focus of all PLs is either how to better assess and use the data to drive instruction or how to better instruct using SIOP strategies and technology. Training on how to better assess have looked at single point rubrics, peer reviews, student self-assessment, and how to scaffold using ACCESS scores. Instruction PLs have also looked at ACCESS scores to understand what to expect from their language abilities and how to instruct based on their scores. Some PLs solely deal with this as stated previously with ESOL Workshops. Other PLs for instruction occur in our Department PLCs where we use data to plan our units and learn from each other. All PLs are to drive the GA Milestone scores in ELA and Math specifically. The belief is by focusing on these Eighth Grade Science and Social Studies scores will rise also.

Professional Learning

Many different types of Professional Learnings occur at TMS. This year's Book Study that is voluntary was the book Stamped. This was a result of the current climate on race and equality occurring in our communities. This was very important as we are a very diverse school. The county typically has workshops on teacher workdays. We have not been told of any currently except that there will not be many due to budgets as a result of Covid-19. These workshops are usually grade level, subject, or subgroup (Sped or ESOL) related and determined by the county. Teasley has a high number of ESOL

students in comparison to the other county middle schools and thus we usually can have a whole day workshop with the ESOL Teachers that is only one grade and one subject. Every teacher says this is by far their favorite and most rewarding workshop. Mentoring is used for any teacher new to the county or if there TKES Plan indicating needs support. Teasley has an Academic Facilitator (AF) due to being Title 1. This is in conjunction with an Instructional Lead Strategist (ILS). Teachers can reach out to them for Personal Development. They can offer observations, teach a lesson, set up watching another teacher, monitor a student, etc. They are also the ones who send out surveys for PLCs to complete for identifying needs they do a small group PL. This is very personalized to the group. All TMS trainings are county paid or paid through Title 1 and are followed by a survey. The survey asks what you learned, how you can apply, and more. The TMS Admin also acknowledges seeing strategies from PLs in TKES for the teachers. The AF and ILS will also go around and interview teachers on how implementing things are going and work with them if struggling with incorporating.

Funding and Incentives

Teasley Middle School is in a unique situation this year. We are the only middle school in CCSD with a budget that allows PLs not able to be performed by staff in the building or free. This is a result of Covid-19. Since TMS is a Title One school we have funding that no other CCSD Middle School has. This allows us to have PLs specific for our population. For example, TMS will have two PLs in the Spring. One is for ESOL by Dr. Jo Gusman (Brain-Based ESL) and another by Tara Noe for Clarity of Learning. These two trainers are being paid directly from Title One funds and would not otherwise be possible. When asked about incentives Ms. Kathi Monti, Principal of TMS, stated “I believe teachers at TMS have an innate desire to be teacher leaders!” For teachers at

TMS, the incentives are not monetary, but more recognitions based. TKES ratings of fours can be achieved in areas for being a teacher leader. TMS does an Employee of the Month. The winner is usually a Teacher Leader in the building. Sometimes the person recognized is for doing something specific. Some county PLs are led by teachers from schools and when that occurs a stipend is offered. TMS will also send out information on PLs that occur outside the county. IF Title One funds are available TMS will allow the teacher to go and pay for the travel and lodging. The PL must align to the SIP Goals and the teacher must agree to offer trainings to those interested later.

Diversity

Teasley Middle School has a high number of ESOL students and SPED students. The TMS SIP plan's two goals are specific to the different subgroups and all PLs are aligned to them. Being a Title One school, TMS is very diverse at different economical levels as well. TMS serves Angel House and Goshen Valley Boys Ranch. These are foster centers for girls and boys. As a result, many of TMS PLs are focused on the different subgroups and how to personalize learning for all levels and needs. TMS along with CCSD has PLs on Social Emotional Learning. TMS tends to do more than other CCSD schools because of the needs of our students. Many who have had trauma in their life. The book study this year was with the book Stamped. This was a result of the equality movement occurring now. Many of TMS PLs inhouse are ESOL Related. TMS always has two grade levels each year on ACCESS SCORES and how to use them in your class.

Collaboration

TMS has two main collaboration PLs. First, our PLC group (grade-level content and support teachers) meet weekly to analyze data to inform our instruction. PLC members plan together and work together to identify best practices. The ILS is typically

present and will work with the PLC on different strategies for any domain of the Instructional Framework (Design, Instruct, Assess, and Reflect). The other collaboration PL is vertical planning where all teachers of a specific content meet to plan and discuss strategies across the content. This typically has a training or specific focus to work to incorporate. For example, the last Vertical PL was on how to better align assessments to standards and ensure the DOK level of the standards are assessed appropriately.

Evaluation

The main evaluation tool at TMS is TKES. This is a more formative evaluation and admin uses the phrase “Inspect what you Expect” to guide what they are looking at. Our AF and ILS also do informal evaluations by talking to teachers after PLs. These occur days and weeks after to see how teachers are liking and accepting. TMS will also send out surveys for feedback on the PLs given. They are sometimes anonymous which teachers like more. The feedback tends to be more truthful and sometimes the only way to know if PL trainings are transferring into each classroom. Data from ACCESS and GA Milestone Scores are also used to guide us on long term strategies and their effect. The final evaluation tool we use as school grade is our CCRPI Score which is utilized among the other data sources mentioned to reflect and rewrite our SIP goals.

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.
<p>EVIDENCE: In the space below, provide detailed evidence supporting your rating above – All PLS are aligned to the SIP goals and use different data sources to specify the topic. Data from ACCESS, GA Milestones, FastBridge Scores, Formative Assessments, surveys from students, parents, and teachers are all used. Teacher use of the AF and ILS allows for differentiated PL opportunities. The Book studies are volunteer and also differentiated based on desire.</p>			
<p>RECOMMENDATIONS: While some differentiated Professional Learning is occurring, it is not ongoing and limited with many not utilizing. I would recommend all PLs have a small break out if possible, with different groups for different topics or levels. This way it is not a reteach for all but can go farther for those up to speed. Try to have some differentiated pieces for each. For example, tech training. Make the mandatory part of going over a technology quick. Many may not need the training and leave the remainder for individuals to ask questions on their needs.</p>			

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
<p>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.</p>	<p>Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).</p>	<p>Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).</p>	<p>Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).</p>
<p>EVIDENCE: In the space below, provide detailed evidence supporting your rating above – THE TMS Instructional Leadership Team consists of Admin, Counselors, AF, ILS, and Teachers. They meet once a week to collaborate and give feedback. Solutions and plans are worked out with input from all. PLCs meet once a week to discuss data and classroom strategies. Grade Levels are at least once a month. Currently, all PLs are done by Admin or the AF/ILS. The only one that is not is the book study and if a department head must like ESOL for ACCESS scores.</p>			
<p>RECOMMENDATIONS: TMS should use teacher leaders to share knowledge and skills. This will create more adoption of the strategy and teachers will be more willing to listen. It will also create more ownership within the school while developing teachers for new roles in the future. I also believe admin should be in more PLCs to see and hear possible challenges teachers are experiencing.</p>			

Professional Learning Standard 3: Defines expectations for implementing professional learning			
Level 4 Exemplary	Level 3 Operational	Level 2 Emerging	Level 1 Not Evident
<p>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.</p>	<p>Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.</p>	<p>Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.</p>	<p>Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.</p>
<p>EVIDENCE: In the space below, provide detailed evidence supporting your rating above – In PLs agendas are always given. Expectations for utilization in the classroom are not. In many PLs the first and last time hearing about something occurs at the same time. This is very prominent in county PLs because they don't follow up and admin doesn't know most of the time what was taught or even what the PL is. Even if clear expectations are given to be implemented it is typically checked during TKES which may only occur with two visits.</p>			
<p>RECOMMENDATIONS: Admin should do routine check-ins with teachers while teaching. Informal look-ins can give great feedback. If it isn't being widely accepted there may be a gap in understanding, or no one likes it. Clear expectations and how evidence will be looked for needs to be addressed early and at the end of the PLs. Follow should occur so teachers understand it's not being put aside as not important. AFs and ILS should inquire during PLCs and informal chats how implementing is going.</p>			

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
<p>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.</p>	<p>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.</p>	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>
<p>EVIDENCE: In the space below, provide detailed evidence supporting your rating above – Many of the PLs are large group, Grade Level or Content. Little is done during PLCs or individually. The AF and ILS do offer on-on-one help and some take advantage. Our IT department also offers this for technology-related needs or desires. Typically, this only occurs when a problem arises.</p>			
<p>RECOMMENDATIONS: Teachers should be made aware of all the types of trainings they can receive away from specific required PLs. The AFs and ILS can do much more than help with classroom management, but many may not know what all they can help with. The same with the IT department. Many will only use when something isn't working. They can come out and teach how to use the SmartBoard for engaging activities like Jeopardy and other activities.</p>			

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
<p>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.</p>	<p>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.</p>	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>
<p>EVIDENCE: In the space below, provide detailed evidence supporting your rating above – This year I believe TMS moved to a Level 4. Tuesdays, Wednesdays, and Thursdays have all been deemed teacher days for PLC, planning, and RTI (one 10-minute meeting Tuesday and Thursday.) The rest of the time is to work on things you need. This can be extra PLC time to dive into data or plan collaboratively or meet with AF, ILS, or IT person for personal support. Mondays and Fridays are for Grade Level or any PL from AF, ILS, or IT Department and those are for one planning, not both. This allows ample time for the teacher to adapt and plan on the practice to be established and request follow-up training. This also means that any training is using limited time and must be effective and worth the time. The trainer will be more willing to follow up as to not waste it. The one difficulty this year has been subs. While Covid-19 is to blame for the benefits in the schedule it is also to blame for subs being on short supply. Because of Covid-19 our school wanted us to have more time on our own which has greatly helped in incorporating new practices. Teachers simply have more time to plan it and don't fall into their comfort zone.</p>			
<p>RECOMMENDATIONS: Keep this going even when Covid-19 ends. If we can do all that is needed and improve, we should continue. Look for more ways to get feedback during these</p>			

times and what follow up can be done during PLCs. I asked with the limited subs available can we still find a way to do vertical planning? I was told they are still trying to do them. If this happens, I would not have a recommendation for them. If they do not, I would recommend bringing those back when subs are acquired and don't give up on the whole year. Maybe in the second-semester subs will be more readily available.

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.
<p>EVIDENCE: In the space below, provide detailed evidence supporting your rating above – For Admin it only occurs when it is TKES related. This is mainly because of Covid-19 procedures and the distancing in the classes. The AF and ILS are available to come in as much due to them being required to teach online classes for Covid-19 procedures. They still follow up and make their rounds, but it is more limited and not all day as in the past and therefore I could not say it was routinely.</p>			
<p>RECOMMENDATIONS: When Covid-19 is over we are in a unique situation to take all the good changes and practices that have been developed and bring back the things lost. Here for now I would recommend Admin standing at the classroom doors. You can observe many classes without coming in. While this doesn't allow for great interaction you can observe. I would recommend the AF and ILS create a schedule to ensure see everyone once every 2 weeks. If just for a hey. For a teacher to ask for help they must have that teachers trust. They can't afford to lose even if harder to get around.</p>			

<p>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.</p>			
<p>Level 4 Exemplary</p>	<p>Level 3 Operational</p>	<p>Level 2 Emerging</p>	<p>Level 1 Not Evident</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

EVIDENCE: In the space below, provide detailed evidence supporting your rating above – As part of the Instructional Framework teachers are expected to teach through rigorous activities and methods while using data to identify needs. Each Classroom has a UNITE Poster that each student is taught. Every other Friday, during the first 30 minutes, students are in ELT or Extended Learning Time. The focus on these Fridays is Social-Emotional Learning. TMS also has a Principal’s Advisors made of many students that are male and female of all races. The principal wants their feedback on the social things happening and their perceptions. TMS also does PL on Trauma. Being a school with many students experiencing Trauma this is a high priority. With the SIP Goals, all dealing with students in different subgroups all PLs are based on one or more. All teachers in TMS are SIOP certified and taught scaffolding techniques to help all students reach high expectations. TMS teachers are trained constantly on how to interpret ACCESS scores for ESOL students to serve them best and help them achieve both academically and learning English as their second or even third language.

RECOMMENDATIONS: Be careful! Right now, this is a very touchy subject for some. Teachers need reminding that we are the bridge for many students to learn acceptance and could be the only ones who believe in them. Students may have many things going on in their life. As our 7th Grade AP says, “I may say hey 190 days and the student never says it back, but I know they hear me. I may be the only one they hear hey from.” Have Social-Emotional Support for the teachers. It is said each year that TMS is a special place and takes special people to work there. Make sure that the teachers know how special they are and have supports in place when they need to talk and release some emotion.