



Alaska Educational Innovations Network (AEIN)

Principals' Retreat

January 25-26, 2008

NSDC SAI ITEMS

CONTEXT

Learning Communities

- 9. The teachers in my school meet as a whole staff to discuss ways to improve teaching and learning.
- 29. We observe each other's classroom instruction as one way to improve our teaching.
- 32. Beginning teachers have opportunities to work with more experienced teachers at our school.
- 34. We receive feedback from our colleagues about classroom practices.
- 56. Teachers examine student work with each other.

Leadership

- 1. Our principal believes teacher learning is essential for achieving our school goals.
- 10. Our principal's decisions on school-wide issues and practices are influenced by faculty input.
- 18. Our principal is committed to providing teachers with opportunities to improve instruction (e.g. observations, feedback, collaborating with colleagues).
- 45. Our principal fosters a school culture that is focused on instructional improvement.
- 48. I would use the word, empowering, to describe my principal.

Resources

- 2. Fellow teachers, trainers, facilitators, and/or consultants are available to help us implement new instructional practices at our school.
- 11. Teachers at our school have opportunities to learn how to use technology to enhance instruction.
- 19. Substitutes are available to cover our classes when we observe each others' classes or engage in other professional development opportunities.
- 35. In our school we find creative ways to expand human and material resources.
- 49. School goals determine how resources are allocated.

PROCESS

Data-Driven

- 12. Teachers at our school learn how to use data to assess student learning needs.
- 26. Teachers at our school determine the effectiveness of our professional development by using data on student improvement.
- 39. Teachers use student data to plan professional development programs.
- 46. Teachers use student data when discussing instruction and curriculum.
- 50. Teachers analyze classroom data with each other to improve student learning.

Evaluation

- 3. We design evaluations of our professional development activities prior to the professional development program or set of activities.
- 13. We use several sources to evaluate the effectiveness of our professional development on student learning (e.g. classroom observations, teacher surveys, conversations with principals or coaches).
- 20. We set aside time to discuss what we learned from our professional development experiences.
- 30. At our school, evaluations of professional development outcomes are used to plan for professional development choices.
- 51. We use students' classroom performance to assess the success of teachers' professional development experiences.

Research-Based

- 4. Our school uses educational research to select programs.
- 14. We make decisions about professional development based on research that shows evidence of improved student performance.
- 21. When deciding which school improvement efforts to adopt, we look at evidence of effectiveness of programs in other schools.
- 36. When considering school improvement programs we ask whether the program has resulted in student achievement gains.
- 41. The school improvement programs we adopt have been effective with student populations similar to ours.

PROCESS (CON'T)

Design

15. At our school teacher learning is supported through a combination of strategies (e.g. workshops, peer coaching, study groups, joint planning of lessons, and examination of student work).
22. We design improvement strategies based on clearly stated outcomes for teacher and student learning.
38. Teacher professional development is part of our school improvement plan.
52. Teachers' prior knowledge and experience are taken into consideration when designing staff development at our school.
57. When we adopt school improvement initiatives we stay with them long enough to see if changes in instructional practice and student performance occur.

Learning

5. We have opportunities to practice new skills gained during staff development.
16. We receive support implementing new skills until they become a natural part of instruction.
27. Our professional development promotes deep understanding of a topic.
42. At my school, teachers learn through a variety of methods (e.g. hands-on activities, discussion, dialogue, writing, demonstrations, practice with feedback, group problem solving).
53. At our school, teachers can choose the types of professional development they receive (e.g. study group, action research, observations).

Collaboration

6. Our faculty learns about effective ways to work together.
23. My school structures time for teachers to work together to enhance student learning.
28. Our school's teaching and learning goals depend on staff's ability to work well together.
43. Our school leaders encourage sharing responsibility to achieve school goals.
58. Our principal models effective collaboration.

CONTENT

Equity

- 24. At our school, we adjust instruction and assessment to meet the needs of diverse learners.
- 33. Teachers show respect for all of the student sub-populations in our school (e.g. poor, minority).
- 37. Teachers at our school expect high academic achievement for all of our students.
- 44. We are focused on creating positive relationships between teachers and students.
- 59. Teachers receive training on curriculum and instruction for students at different levels of learning.

Quality Teaching

- 7. Teachers are provided opportunities to gain deep understanding of the subjects they teach.
- 17. The professional development that I participate in models instructional strategies that I will use in my classroom.
- 25. We use research-based instructional strategies.
- 54. Our school's professional development helps me learn about effective student assessment techniques.
- 60. Our administrators engage teachers in conversations about instruction and student learning.

Family Involvement

- 8. Teachers are provided opportunities to learn how to involve families in their children's education.
- 31. Communicating our school mission and goals to families and community members is a priority.
- 40. School leaders work with community members to help students achieve academic goals.
- 47. Our principal models how to build relationships with students' families.
- 55. Teachers work with families to help them support students' learning at home.