

Questions we should ask teachers when planning and evaluating their professional learning.

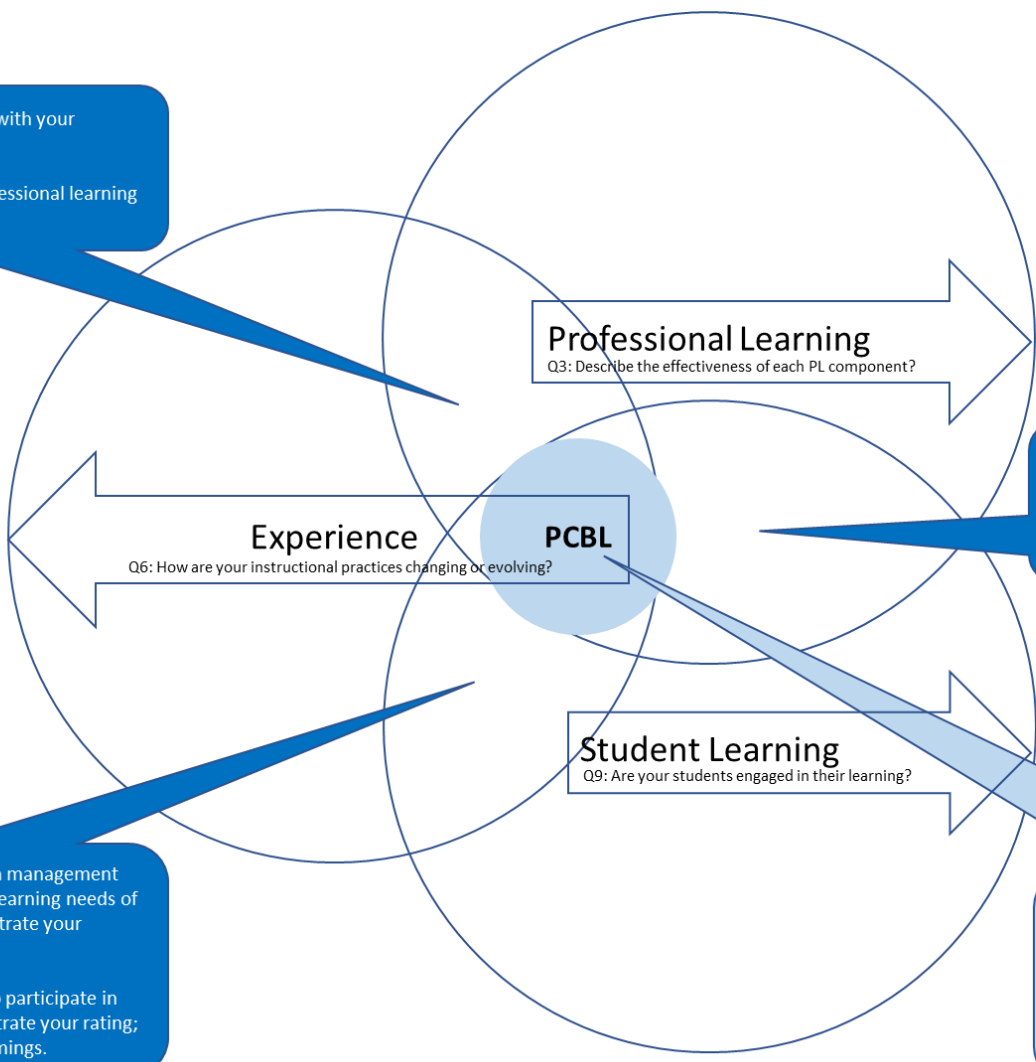
Q1: Does the professional learning align with your professional growth goals? (describe)

Q2: Are you able to make use of the professional learning being offered? (describe)

- Principal Feedback is focused on identifying and facilitating the following interrelated teacher outcomes
- A change in perception. The teacher understands the practice or skill differently, better enabling them to generalize as well as target it's use.
 - A change in priority. The teacher has a better sense of when or whether the practice is appropriate, useful, or essential.
 - A change in quality. The teacher is better able to adapt the practice to their classroom and to the learning needs of their students while maintaining fidelity to the central constructs of the practice.
 - A change in quantity. The teacher is doing it more or less often depending on need and circumstance.
 - A change in affect. The teacher has a greater sense of self-efficacy. They feel more capable in their professional abilities and more valued for their contributions to student learning and the overall quality of the school climate and culture.

Q4: Are your instructional and classroom management practices adaptive to the differentiated learning needs of your students? Provide examples to illustrate your successes and shortcomings

Q5: Are your students able and willing to participate in their learning? Provide examples to illustrate your rating; highlight successes, underscore shortcomings.



Professional Learning
Q3: Describe the effectiveness of each PL component?

Experience
Q6: How are your instructional practices changing or evolving?

Student Learning
Q9: Are your students engaged in their learning?

Granite Professional Learning Model For Continuous School Improvement	
The principal should....	
1. Clearly and explicitly envision and communicate their expectations of best practice,	5. Enable PLCs to systematically explore, adapt, and apply these best practices to the individualized learning needs of your students,
2. Make tools and assessments available to provide a common method for structuring and informing these best practices,	6. Regularly recognize and celebrate how teachers are using and innovating their PL to inform, plan, and provide instruction,
3. Provide training events to introduce and refresh best practices and to connect them to district-supported tools and assessments,	7. Nurture teacher initiative and emerging leadership in the use of best practices school-wide.
4. Provide coaching opportunities to personalize professional learning where needed,	

Q7: Does the professional learning align with what your students need you to be able to do? (describe)

Q8: Do your students have clearly identified learning or learning support needs that are not being sufficiently met? (describe)

Q10: Looking through the eyes of your students, take a moment to reflect on your classroom. Think about the good days and the tough days. What do you see? To what degree are your students meaningfully and consistently experiencing:

- A sense of wonder and discovery,
- A knowing of purpose and accomplishment,
- Feelings of belonging, self-worth, and connectedness,
- Moments of joy or happiness.

Q11: Are your students demonstrating growth in their mastery of the USBE Core Education standards for their grade level? (disaggregate and describe)

Q12: Are your students demonstrating proficiency in their knowledge and application of the USBE Core Education Standards for their grade level? (disaggregate and describe)