Springfield Public Schools

Professional Development School: Application Scoring Guide

School: _____   Evaluator Initials: _____   Date: _____

Criterion A: School Basics and Demographics

	2 points (Advanced) Clear, convincing, consistent evidence	1 point each (Basic) Clear evidence	0 points each (Minimal) Little or no evidence	Score
PERFORMANCE Indicator: School Basics and Demographics	The **signatures of support** illustrate full support and involvement from key people demonstrated by participants marking the "I support the PDS" column. (Signatures of Support will be found in section one of the binder.)	The **signatures of support** illustrate 80% support with participants marking the "I support the PDS" column.	Gaps in **support** have been identified.	
	The school's **demographics** exceed the minimum look-fors set forth by the university partners in at least two areas. (See below – Demographics will be found in section three of the binder)	The school's **demographics** meet the minimum look-fors set forth by the university partners.	The school cannot meet the minimum **demographic** needs of the university.	
	The school illustrates a clear understanding of the **diverse needs of learners** through the sharing of more than five examples including details on Special Education, English Language Learners, and the implementation of Response to Instruction. (Information on the diverse needs of learners will be found in section three of the binder – the questions on the back of the demographics page.)	Three to five examples are shared illustrating the school's approach to reaching **diverse learners** OR gaps in the understanding and approach appear.	Fewer than three examples are shared in the discussion of **diverse learners** OR the examples display a lack of awareness of best practice.	
	The **mission, vision and goals** illustrate a focus on reaching and teaching every student and were created through teamwork and collaboration involving a majority of the staff. (The Mission, Vision and Goals will be found in section six of the binder.)	The **mission, vision and goals** focus on student success, but minimal staff involvement is shared.	The **mission, vision and goals** do not focus on student success OR were written in isolation.	
	Comments: **Pacific University – Demographic Wish List:** **- 70% free and reduced lunch** **- 25-30% of students identify as non-white** **- 15-20% of students are on IEPs**			

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Criterion B: Cooperating Teachers and the Learning Atmosphere for Teacher Candidates

Key information: A different teacher must write each of the five questions on the Cooperating Teachers' page. Each of these teachers must have signed in support of the PDS School on page five of the application. It is preferred, but not required, that non-STLC members write these essays.

		2 points (Advanced) Clear, convincing, consistent evidence	1 point each (Basic) Clear evidence	0 points each (Minimal) Little or no evidence	Score
PERFORMANCE Indicator: Cooperating Teachers and the Learning Atmosphere for Teacher Candidates		The school has more than five teachers interested in becoming **cooperating teachers**. Several are or will be applying to become members of the **Teacher Leader Cadre**. All are interested in or are already trained in **Co-Teaching**. (Use the cover sheet in section two.)	The school has **at least five** teachers interested in becoming cooperating teachers. All are interested or already trained in Co-Teaching.	The school **cannot host five** teacher candidates or cooperating teachers are not interested in the Co-Teaching training.	
		Teachers share a willingness and ability to **utilize the common core and work beyond the existing curriculum**. Cooperating teachers clearly understand and willingly support candidates' need to create and implement their own unit of study. (Use questions three and four in section two of the binder. For further information, review the certified information sheets in section seven.)	**Challenges** in moving beyond the existing district curriculum have been identified, but teachers show an **understanding and support** of candidate requirements.	Moving beyond existing district curriculum **will be difficult** even given TSPCs requirements for teacher candidates.	
		Teachers illustrate a strong desire to scaffold and **support candidates** throughout their clinical practice including specific examples of positive and constructive **communication** with both the candidates and their supervisors. (Use questions one and two in section two of the binder.)	Shared stories illustrate **room to grow** in relation to communication or scaffolding, but **a willingness to learn** is obvious.	**Hurdles** are identified and remain a concern.	
		Multiple examples are shared detailing the many ways in which **data** has been used to increase student learning and the school experience. The definition of data is shown to be more than mandated test scores and takes into account the vast information that is both available and needed to promote improvement. (Use question five in section two of the binder.)	Data is used but the examples are **limited** or show a **restricted** use of information.	Only data from **mandated testing** is used or limited information is shared.	
	Comments:				

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Criterion C: 21st Century Skills

Key information: The Certified Information Sheet will provide answers for this section of the application. Please complete the Certified, Classified, and Administrator Information Sheets before completing the section on 21st Century skills.

	2 points (Advanced) Clear, convincing, consistent evidence	1 point each (Basic) Clear evidence	0 points each (Minimal) Little or no evidence	Score
PERFORMANCE Indicator: 21st Century Skills	The student to **computer ratio is at least 4:1** AND the application indicates that they are in **good working order**. (Use the cover sheet of section four.)	The student to computer ratio is **at least 6:1** AND they are in good working order.	The student to computer ratio is **greater than 6:1** OR computers are reported to **not be in good working order.**	
	Over **80%** of certified staff responds that they are open to a teacher candidate using technology in the classroom. (Use the cover sheet in section four – principals were sent a follow-up survey since our revisions were not parallel.)	Between **50 and 80%**	Below **50%**	
	The school has a **range of technology available for use** and it is in good working order. (Use both the cover sheet and question one in section four.)	The school has **limited** technology available OR it is in poor working condition.	The information about technology availability is **unclear**.	
	The school **is actively working to increase staff knowledge** and abilities in all 21st century skills: Critical Thinking, Problem Solving, STEM+Arts (Science, Technology, Engineering, and Mathematics). (See questions two, three and four in section four of the binder. For further information, read the information sheets in sections seven-nine.)	The school uses district and/or individual strategies to promote 21st Century skills but is **not utilizing their own funds/time/resources**.	A focus on 21st Century skills **cannot be found**.	
	The school includes **more than five examples** of STEM+Arts education through projects, clubs, etc. (Chess club, legos, robotics, etc.) which illustrate a clear understanding of the program. (Use questions two-five in section four of the binder. Focus on question number five. For further information, read the information sheets in sections seven-nine.)	**Three to five** examples are included.	**Few or no examples** are included OR the examples **do not clearly illustrate** an understanding of STEM+Arts.	
	Comments:			

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Criterion D: Cultural Responsiveness and Relevance

Key information: To complete the application section dedicated to Cultural Responsiveness and Relevance, use the Certified, Classified and Administrator Information Sheets. Each includes a section dedicated to Culturally Responsive Practices. Compiling this information will assist the writer in completing both the checklist and short answer questions.

	2 points (Advanced) Clear, convincing, consistent evidence	1 point each (Basic) Clear evidence	0 points each (Minimal) Little or no evidence	Score
PERFORMANCE Indicator: Cultural Responsiveness and Relevance	There is an open environment for culturally and linguistically diverse students, families, and staff. The application shows a wide array of **strategies for culturally relevant communication, staff attitudes and interpersonal skills.** (Use question one in section five of the binder as well as the information sheets in sections seven-nine.)	This PDS application shows some strategies for culturally relevant communication, staff attitudes and interpersonal skills.	Evidence of cultural awareness and culturally relevant practices is **limited or not present**.	
	School staff is trained and have participated in activities that prepare them to **meet the needs of culturally and linguistically diverse students** – GLAD/SIOP and beyond. (Use question two in section five of the binder as well as the information sheets in section seven-nine.)	School staff has **not participated in trainings/activities beyond GLAD/SIOP.**	There is **little evidence** that staff is prepared to meet the needs of culturally and linguistically diverse students.	
	Culturally responsive curriculum, instructional design, policies, procedures and information systems are in place and consistently used and followed by staff. (Use questions one-four in section five of the binder. Focus on question number three. For further information, review the certified information sheets in section seven.)	**Some** building specific culturally responsive policies, procedures and information are in place or what is in place is used inconsistently.	Evidence of building specific culturally responsive policies, procedures and information is **limited or not present**.	
	Cultural awareness and culturally relevant materials appear **throughout the school building**. There are student, family, and staff level print or other materials related to cultural and linguistic diversity throughout the building. (Use question four in section five of the binder. Look for a variety of photographs, examples and explanations.)	The physical environment exhibits **some** cultural awareness and culturally responsive materials.	The physical environment exhibits **limited or minimal** cultural awareness and culturally responsive materials.	
	Comments:			