

**West High School  
PDS Self-Assessment  
Revised 2006**

**Standard I: Learning Community**

Element	Level	Indicators	Next Steps
Support multiple learners	Developing to At Standard	<ul style="list-style-type: none"> <li>• Interns are invited to get involved in activities outside of their department as part of their experience</li> <li>• New teachers are assigned an out-of-department mentor as well as in-department mentor</li> <li>• Interns serve roles on both school organizational committees alongside regular faculty.</li> <li>• Some collaboration exists in action research projects, interns share project findings with faculty and outside community through conferencing and formal presentation</li> <li>• Expanding professional library</li> <li>• Monthly forums based on new teacher and interns needs (ex/ parent conferencing, technology access in our building, critical friends protocol)</li> </ul>	<ul style="list-style-type: none"> <li>• Better communication regarding responsibilities and members of mentor core team. First step- development of a brochure. Second step- articles in Rebel Press and PTSO newsletter</li> <li>• Reinstate Brown Bag Chats for particular topics. Frontload them at the beginning of the semester when novice teachers and interns have the most questions.</li> <li>• Greater involvement in Arts and Sciences professors in the teaching of 9-12 students.</li> <li>• Sponsor more “drive-in” workshops for inservice and preservice teachers as well as College of Ed and Arts and Sciences faculty</li> <li>• Coordinate the effort to help guide intern action research projects through departments to address identified SIP target areas that impact student learning (in the case of English and possibly other disciplines, involvement on one UT professor from the College of Ed and maybe on from outside the College of Ed) –encouraging more collaborative action research projects between in-service and pre-service teachers.</li> </ul>
Work and	Developing	<ul style="list-style-type: none"> <li>• Several mentoring teachers have</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a staff development strategy that</li> </ul>

<p>practice are inquiry-based and focused on learning</p>	<p>to At Standard</p>	<p>chosen focused evaluations and created collaborative action research projects with interns. Encourage more collaborative work among veteran faculty and pre-service teachers in this area.</p> <ul style="list-style-type: none"> <li>• Interns are required to visit other teachers' class rooms to observe outside of their content area.</li> <li>• Action research process has followed in the development of the PDS (paper shared at ATE, NCTE, AERA, NCTM, MSERA)</li> <li>• Action research shared with faculty and others (Mentor Teams, visitors to PDS)</li> <li>• Interns are introduced to service learning and most complete the two day certification</li> <li>• Embedded in the Service Learning modelie are Contextual Teaching &amp; Learning strategies (CT&amp;L), planning and assessment strategies (rubrics, self-regulated learning) rather than teaching the elements out of context</li> </ul>	<p>requires teachers to observe a colleague, attend a workshop, or read a professional journal then report back to faculty or principal what they learned (i.e., teaching strategy, content, classroom management idea, etc..)</p> <ul style="list-style-type: none"> <li>• Begin a required article and/or book study faculty wide. This could be done in cohort groups.</li> </ul>
<p>Develop a common shared professional vision of</p>	<p>Developing to At Standard</p>	<ul style="list-style-type: none"> <li>• Side by side teaching for interns</li> <li>• Using the "co-teaching" model when possible</li> <li>• Involvement of WHS faculty in teaching classes for interns (this year:</li> </ul>	<ul style="list-style-type: none"> <li>• Reinstate impact of personality types (Myers-Briggs/True Colors)</li> <li>• More work on interpersonal communication and relationships</li> <li>• Developing a video-tape library of effective</li> </ul>

teaching and learning grounded in research and practitioner knowledge		Shannon Jackson, Theresa Nixon, Jeff Wright, Heather Kelley, Gary Petko, Katherine Petko, Blair Mynatt, Sarah Bast, Katie O'Farrell, Christi Seals	practices to share with all WHS PDS faculty (e.g., demonstration lessons on high need topics). Topic areas could include, but not be limited to, classroom management, Socratic seminars, cooperative learning, inquiry based learning.) <ul style="list-style-type: none"> <li>• Add librarians to list of faculty participating in course delivery.</li> </ul>
Serve as instruments of change	Developing to At Standard	<ul style="list-style-type: none"> <li>• Regular meetings with interns, mentors, and supervisors (every 6 wks)</li> <li>• Collaboration on Action Research (e.g., intern/mentor collaboratively conducting AR, faculty coaches and instructors, sharing with total faculty)</li> <li>• Involving new teachers in after school forums that target new teacher needs</li> <li>• Assigning professional associates</li> <li>• Mentor application process (shared across URBAN IMPACT site)</li> <li>• Interview for perspective interns</li> <li>• Spring Orientation for interns</li> <li>• Fall Orientation for interns and new teachers</li> <li>• Share what we are doing as a PDS with others (conferences, consortiums, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor Workshops</li> <li>• Establish a professional development program for novice teachers</li> <li>• Expand roles of Pas</li> <li>• New teachers shadow administrators and counselors</li> </ul>
Extended Learning	Developing to At	<ul style="list-style-type: none"> <li>• Involvement of community leaders in coursework and mentoring (e.g, Bill</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of Arts and Sciences faculty members</li> </ul>

Community	Standard	<p>Wilson for community mapping)</p> <ul style="list-style-type: none"> <li>• Involvement of UT and KCS faculty, not directly associated with the PDS, in interns' coursework (e.g., Bob Kronick for the human resources agencies and prison visit)</li> <li>• Community Mapping</li> <li>• Involvement of UT COE faculty (e.g., Melear, Groenke, Taylor) in 574-591 coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of more UT COE faculty</li> </ul>
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**Standard II: Accountability and Quality Assurance**

Element	Level	Indicators	Next Steps
Develop professional accountability	Developing	<ul style="list-style-type: none"> <li>• Annual assessment of perceptions of stakeholders regarding PDS activities</li> <li>• Action research studies shared with the total faculty</li> <li>- Designed to align with school improvement planning (by dept. at this stage)</li> <li>• Lesson planning requirements for interns (aligned with INTASC standards, incorporating a strand focused on accommodating the diverse needs of learners, incorporations of second phase of "work sampling")</li> <li>• Expansion of the "work sampling" concept through the electronic portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Expand the role of PAs to include observing and helping novice teachers reflect on their own practice (after having participated in professional development sessions on how to observe and provide appropriate reflective opportunities).</li> <li>• Develop a more effective (systematic) tracking system for gathering student data (WHS PDS students and interns).</li> </ul>

Assure public accountability	At Standard	<ul style="list-style-type: none"> <li>• Presentations at national conferences (ATE)</li> <li>• PDS Brochure</li> <li>• Preparation of interns and novice teachers for their first Open House and Parent Conferencing experience</li> <li>• Site visits to the WHS PDS</li> <li>• Share information about the AR process, findings, conclusions, and recommendations with school stakeholders</li> <li>• Share PDS activities at the TN State Department level</li> </ul>	<ul style="list-style-type: none"> <li>• Share how interns are learning about and facilitating Service Learning</li> <li>• Involve PDS partners in working with PTSO board</li> <li>• Identify an intern to serve on PTSO board</li> <li>• Increase efforts to share <i>all</i> WHS PDS successes with stakeholders(e.g., parents, KCS School Board, TN SDE, businesses and community leaders)</li> <li>• Share the updated WHS PDS brochure with County Commission and KCS School Board</li> </ul>
Set PDS participation criteria	Leading	<ul style="list-style-type: none"> <li>• UT’s COE program is focused on meeting or exceeding NCATE standards.</li> <li>• WHS PDS faculty collectively desire to meet or exceed state and national standards.</li> <li>• Both UT and KCS/ WHS PDS provide the resources necessary to prepare participants to reach or exceed standards (e.g., funding, time, support, personnel)</li> <li>• Both UT and WHS PDS faculties systematically gather data and use it to assess progress toward collective goals.</li> <li>• The total WHS PDS program has been based upon an alignment with</li> </ul>	<ul style="list-style-type: none"> <li>• Expand PDS collaboration outreach to extend beyond the school into the community.</li> <li>• Continue to collect and analyze data and research to be able to provide a progressive induction program that is supported by all stakeholders.</li> <li>• Continue to provide mentor training to those working with interns and novice teachers.</li> </ul>

		<p>Holmes Partnership goals from its outset. Other standards or goals have been infused as appropriate in coursework and planning efforts (i.e., INTASC, TN Curriculum Frameworks, Gateway expectations, National Teacher Board Certification principles).</p> <ul style="list-style-type: none"> <li>• Continues to strengthen UT course requirements to more closely align with national standards as a model for other programs (i.e., electronic portfolio- linked to standards, Urban Impact initiatives, etc...)</li> <li>• WHS faculty are intrinsically rewarded by their involvement in professional development opportunities the PDS provides, as evidenced by the large numbers of staff asking for roles and volunteering their time.</li> <li>• New UT faculty members are increasingly supportive of WHS PDS program, both in placing interns as well as with offering staff development opportunities to veteran faculty.</li> </ul>	
Develop assessments, collect information,	Developing to At Standard	<ul style="list-style-type: none"> <li>• As with all WHS programs, the total WHS PDS program is based upon standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative work to refine data collection instruments and understanding the results</li> <li>• More effective uses of UT professional</li> </ul>

<p>and use results</p>		<ul style="list-style-type: none"> <li>• Surveys are administered pre and post every year to gather perceptions of the impact of PDS activities.</li> <li>• Assessments are administered to make informed decisions about “next steps.”</li> <li>• Collaborative decisions are made each year regarding the components of the pre-service teachers’ program and professional development. Many of these decisions result in changes in the program.</li> <li>• Assessment of pre-service teachers is perceived as a shared responsibility and is a collaborative effort. UT supervisors and WHS PDS faculty collaborate and develop strategies for professional growth (e.g., six weeks meetings, development plans, electronic portfolio, and disposition plan)</li> <li>• WHS PDS faculty have begun to rethink their own practices as a result of PDS participation (e.g., action research, Urban Specialist participation, reorganization of the English and Science departments from tracked to non-tracked programs, the incorporation of specific technologies in teaching</li> </ul>	<p>development funds to support the professional growth of a wide range of WHS PDS faculty.</p>
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		<p>writing, the incorporation of audio books in teaching reading, viewing all teachers as reading teachers, etc...)</p> <ul style="list-style-type: none"> <li>• Schoolwide emphasis on designing strategies to study the impact of teaching on student learning (e.g., collaboration Wednesdays, lesson studies)</li> <li>• Institution of a new professional library</li> </ul>	
Engage with the PDS context	Developing to At Standard	<ul style="list-style-type: none"> <li>• WHS PDS has been accessible to a number of site visits to faculty from across the state and out-of state. Part of the site visit is a clear delineation of what the total faculty knows, believes, and is willing to share first hand.</li> <li>• Increased efforts are underway to impact Knox County Schools' policies for teacher preparation and induction (e.g., Lead Mentor is a vice-chair of the Great Schools Partnership Effective Teachers Implementation Team)</li> <li>• Through systematic collaboration, WHS PDS has built a stronger infrastructure focused on examining current practices in light of state and national policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand the number of site visits for those interested in learning more about the induction of pre-service and novice teachers.</li> <li>• Increase the number of WHS PDS faculty participating in community organizations that have the influence to affect policy and perception.</li> <li>• Increase efforts to share what is learned through collaboration with other sites interested in changing their infrastructure.</li> </ul>

### Standard III: Collaboration

Element	Level	Indicators	Next Steps
Engage in joint work	At Standard To Leading	<ul style="list-style-type: none"> <li>• Collaboration decisions regarding mentor selection as well as intern selection, placement, and expectations.</li> <li>• Collaborative team plans and delivers all PDS coursework.</li> <li>• All PDS coursework is delivered on the WHS PDS site</li> <li>• Support from UT faculty on issues facing WHS PDS faculty and students</li> <li>• Collaborative formative assessment of PDS activities</li> <li>• PDS advisory board reflects all stakeholders</li> <li>• Support of pre-service and novice teachers by total departments and, in most cases, entire faculty.</li> <li>• Collective thinking regarding professional development needs</li> <li>• Collaboration on expenditures of Mentoring Funds to support PDS activities</li> <li>• WHS and UT faculty collaborate on annual formative assessments</li> <li>• WHS PDS practices and structures are shared with others at UT and with other PDS programs and TN SDE</li> </ul>	<ul style="list-style-type: none"> <li>• Involve UT College of Arts and Sciences faculty in supporting preservice and novice teachers</li> <li>• Involve the community by assigning community members as mentors to the novice teachers</li> <li>• Expand the focus on researching the impact of PDS activities on student learning (9-12).</li> <li>• WHS PDS faculty would like to see cross-site visits with critical friends at the middle school feeder sites.</li> </ul>

		<ul style="list-style-type: none"> <li>• Papers have been presented at several conferences including, but not limited to ATE, NCTE, AERA</li> <li>• Research has been conducted concerning the teacher effect of interns participating in the PDS program. Paper presented at AERA 2006</li> </ul>	
Design roles and structures to enhance collaboration and develop parity	At Standard to Leading	<ul style="list-style-type: none"> <li>• Joint decisions on all aspects of the PDS- detailed chain of command, roles, and responsibilities</li> <li>• Roles of all PDS partners are clearly defined and shared with faculty and interns. Interns are presented with this information as well as contact information for all partners during a Spring orientation prior to the Fall internship experience.</li> <li>• Allocation of one planning period per semester for the WHS faculty associate who coordinates PDS activities at the site is provided by the school.</li> <li>• Mentor Core Team (MCT) has a lead role in defining structures that are then approved by the administration and the Advisory Board.</li> <li>• Mentor Core Team established procedures for working with a reluctant or marginal preservice or</li> </ul>	<ul style="list-style-type: none"> <li>• Improve Advisory Board structure by meeting twice a semester rather than twice a year and make sure that a parent sits on the board.</li> <li>• Improve communication with parents and stakeholders.</li> <li>• Organize a retreat with interns, novice teachers, and some veteran faculty.</li> <li>• Organize pot luck lunches for more unstructured social interaction among new faculty, interns, and veteran faculty.</li> </ul>

		<p>novice teacher, assuming a more active coaching role in order to support the induction and prevent further intervention needs.</p> <ul style="list-style-type: none"> <li>• A ‘chain of command’ exists for dealing with issues or concerns. All personnel adhere to this structure.</li> </ul>	
<p>Systematically recognize and celebrate joint work and contributions of each partner</p>	<p>At Standard to Leading</p>	<ul style="list-style-type: none"> <li>• Celebrations for mentors and interns that have become traditions (annual dinner, Christmas gifts, second term classroom budget (\$25), end-of-year gift and recognition)</li> <li>• Letters of appreciation to all faculty members who have participated in PDS activities.</li> <li>• Welcome and goodie bags for teachers new to WHS PDS.</li> <li>• Informal get-together to welcome teachers and interns new to WHS.</li> <li>• Strong sense of support among those who participate in the PDS activities (mentors, MCT, teachers, departmental mentoring of interns)</li> <li>• Expanded awareness and involvement of non-mentoring teachers (e.g., observations, participation in coursework, Service Learning, Community Mapping projects)</li> <li>• Sharing successes of the WHS PDS with other sites</li> </ul>	<ul style="list-style-type: none"> <li>• Expand efforts to assure that district administrators and state policy makers are aware of PDS activities and accomplishments.</li> <li>• Placement of signs above Mentor Core Team and mentors’ classroom doors, signaling to pre-service and novice teachers that this person is a dedicated mentor and willing to be interrupted to work with them.</li> </ul>

		<ul style="list-style-type: none"> <li>• Recognition of mentors with a dove lapel pin (the archetypal symbol for mentoring). The lapel pin signals to pre-service and novice teachers that this person is a trained mentor and coach- a person to approach for mentoring advice.</li> </ul>	
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**Standard IV: Diversity and Equity**

<b>Element</b>	<b>Level</b>	<b>Indicators</b>	<b>Next Steps</b>
Ensure equitable opportunities to learn	At standard	<p>In the 574, 591, and 461 Courses, WHS PDS faculty incorporate the following:</p> <ul style="list-style-type: none"> <li>• Organization of coursework around work sampling (“piloted” the framework and currently organize coursework to align with it)</li> <li>• Introduction of Community Mapping for identifying the assets the students bring to school and to plan lessons relevant to the students’ experiences</li> <li>• Inclusion of a variety of cooperative learning strategies in pre-service coursework</li> <li>• WHS faculty teaching numerous components of coursework</li> <li>• Service Learning as part of the interns’ coursework (not part of typical UT coursework). Service</li> </ul>	<ul style="list-style-type: none"> <li>• Systematically analyze perceptions of minority interns regarding their perceptions of the effectiveness of their preparation.</li> <li>• More delineating policies and procedures to make them more visible.</li> <li>• Develop a videotape library of exemplary practices in using strategies that promote equitable learning opportunities.</li> </ul>

		<p>Learning is used to teach development of effective teams, introducing planning, using rubrics, and assessing through a nontraditional method.</p> <ul style="list-style-type: none"> <li>• Very strong collaboration between interns and faculty on Action Research- a source of pride for most WHS PDS faculty.</li> <li>• Disaggregating data as a means for identifying achievement gaps within the Action Research project.</li> <li>• Include ESL teacher and Special Ed teachers in delivering WHS PDS coursework.</li> <li>• Improved focus on diversity and over-representation of minorities and boys in Special Ed classes and under-representation of minorities in Advanced Placement courses.</li> <li>• Professional reading material is more accessible to WHS PDS faculty members.</li> </ul>	
Evaluate policies and practices to support equitable learning	Developing	<ul style="list-style-type: none"> <li>• Teaching interns a variety of assessment strategies</li> <li>• Teaching rubrics through Service Learning to give interns a “hands on” experience in learning the potential of alternative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Reinstate annual Special Education Seminar sponsored by PDS for all area interns and faculty to learn about special education laws that impact regular education teachers (one 3 hour session in the fall and one 3 hour session in the spring).</li> <li>• Broaden the involvement of WHS PDS faculty</li> </ul>

outcomes		at the outset of the internship.	in ongoing self-assessments of interns' program and WHS program.
Recruit and support diverse participants	Developing to At Standard	<ul style="list-style-type: none"> <li>Increased emphasis on family involvement in the students' learning process. Focus on conducting effective parent conferences and explore the validity and efficacy of student-led conferences</li> <li>Place more emphasis on involving more families and community members in development of PDS as a means for attracting and retaining highly qualified faculty for the school (we hire many of our interns for permanent positions)</li> </ul>	<ul style="list-style-type: none"> <li>Continue trying to establish linkages with Northwest and Bearden Middle schools (feeder schools)</li> <li>Continue trying to recruit more minority pre-service teachers</li> </ul>

**Standard V: Structures, Resources, and Roles**

<b>Element</b>	<b>Level</b>	<b>Indicators</b>	<b>Next Steps</b>
Establish governance and support structures	Developing	<ul style="list-style-type: none"> <li>UT and Knox County Schools have a formalized agreement</li> <li>All WHS PDS development initiatives have been linked to the Holmes Partnership goals.</li> <li>Annual PDS goals are based on the previous years' assessments of interns, students, and faculty</li> <li>WHS PDS has an Advisory Board composed of department chair</li> </ul>	<ul style="list-style-type: none"> <li>Need to put more information about the PDS in the WHS faculty and student handbook.</li> <li>Advisory Board needs to meet four times a year, twice as many times as it is currently meeting.</li> <li>More involvement from Arts and Science faculty in the internship year</li> </ul>

		<p>persons, mentors, an intern, a student, and a parent/community member that meets on a regular basis.</p> <ul style="list-style-type: none"> <li>• UT and WHS have established a person to assume the role of Site-Coordinator. The UT Site Coordinator devotes one full day to WHS every week and WHS Site Coordinator has one period per semester dedicated to PDS activities and planning.</li> <li>• WHS PDS has a structure for “governing” day to day operations.</li> <li>• WHS PDS has a “critical mass” of faculty involved in PDS activities. This is a result of strategic efforts to include non-mentoring teachers, total departments, and all administrators.</li> </ul>	
<p>Ensure progress toward goals</p>	<p>At Standard to Leading</p>	<ul style="list-style-type: none"> <li>• Self-assessments of PDS growth and development has promoted reflection and goal setting.</li> <li>• Annual planning sessions in the spring and summer are based upon feedback from students, interns, faculty to set specific goals and objectives for the next school year.</li> <li>• The Intern/Mentor notebook is an outgrowth of the planning</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness and inclusion of those departments not assigned specific interns</li> <li>• Increased awareness of interns regarding the knowledge, skills, and dispositions of faculty outside their own departments.</li> </ul>

		<p>development to date. It has continued to evolve each year.</p> <ul style="list-style-type: none"> <li>• The WHS Mentor Core Team has a plan in place to work with teachers with alternative licenses. It has yet to be tested since its creation.</li> <li>• Development of structures for observing and shadowing WHS PDS Personnel.</li> </ul>	
Create PDS roles	At Standard	<ul style="list-style-type: none"> <li>• WHS PDS roles are clearly delineated</li> <li>• WHS PDS faculty serves in a variety of roles (e.g., mentors, Professional Associates, instructors in UT coursework, collaboration with UT interns on Action Research, coordinating Service Learning activities)</li> <li>• Roles and responsibilities established for six weeks meetings with interns, supervisor, and mentor</li> <li>• Mentors who are selected to work with interns agree to and are responsible for informal evaluations of their interns which are shared every six weeks with UT supervisors</li> <li>• The Mentor Core Team is in place to coordinate the induction of novices (pre-service and inservice)</li> </ul>	<ul style="list-style-type: none"> <li>• Expert teams need to be reestablished based on faculty turn over.</li> <li>• PDS activities should not be an add on to other non-classroom responsibilities. They should be the only other required activity.</li> </ul>

		<ul style="list-style-type: none"><li>• UT faculty and WHS PDS liaison cover classes for faculty to participate in PDS activities.</li></ul>	
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