

Opportunity Gap Closing Practices	Exemplary Implementation	Advanced Implementation	Early to Mid Implementation	Early Planning
<p><b>Criterion 5: Support Teachers as Professionals</b></p>	<p>The school successfully employs a variety of collegial and sustained professional development activities that build upon school-level expertise, build teacher leadership, and provide ample opportunities for teacher collaboration. The school has a high-quality induction. Professional learning emphasizes the development of a cadre of well-trained teachers who have a deep understanding of diversity and how to address diverse learning needs without promoting inequitable learning experiences. The school develops healthy and beneficial attitudes and beliefs among administrators, teachers, school personnel and students regarding teaching, learning, and student ability. Remaining work is exclusively, or nearly exclusively, maintenance.</p>	<p>The school's professional development is collegial and includes three of the following: a high-quality induction system, programs that build on school-level expertise, promotion of teacher leadership, and ample opportunities for teacher collaboration. Professional learning includes skill development in meeting the needs of all students without promoting inequitable learning experiences. The school is developing healthy and beneficial attitudes and beliefs among administrators, teachers, school personnel and students regarding teaching, learning, and student ability. Some work remains, but substantive progress is evident.</p>	<p>The school's professional development is generally collegial and builds upon school level expertise, while seeking to develop teacher leadership. Professional learning includes skill development in meeting the needs of all students without promoting inequitable learning experiences. There is some early evidence of using a variety of collegial and sustained professional development activities.</p>	<p>The school has begun planning to professional development opportunities that support teachers as professional, but plans are not complete and/or implementation has not yet begun.</p>