FCS School Leadership Team Meeting
January 2, 2015 Agenda
Time: *9:00 a.m.*

Mission: *The mission of Fleming County Schools is to unite with family and community to provide an equitable, high quality education that meets the needs of each student in a caring and safe learning environment, which will ensure that students become successful throughout life. Fleming County Schools...Where Kids are First and Learning Never Ends!*

Vision: The vision of Fleming County Schools is to become a district of distinction.

Department	Component	DRI	Status
Opening	1. Celebrations 2. Recognitions	Brian	
School Leadership/ School Improvement	1. Continuous Improvement Protocol – The group discussed the need for a continuous improvement process and what it looks like in their buildings. 2. Creating PDSA from Benchmark and other Data with Staff Involvement – FCHS staff members are utilizing data from benchmarks and formative assessments to create department and/or class-specific PDSA's. 3. Communicating PDSAs to Staff and Other Stakeholders (Selling it) 4. PLC Framework - Mark Leet led the discussion of the framework with the group. The principals discussed ways to utilize the framework in their buildings. Jesse shared his Long Range Planning template and Unit of Study plan with the group. The principals discussed how to document lesson plans when utilizing Engageny.	Mark/ Brian	
Assessment & Accountability	1. District Assessment Plan – the updated plan was distributed to the group for review/revision and comments. Spring school-based Open Houses were discussed – an individual student data report was requested. The academic calendar for the 2015-2016 school year will be mapped with the assessments after Board approval. 2. School Assessment Plan – principals will need to ensure high quality assessments in all areas in the school plan. Unique assessment and practices for each school should be included along with any common	Lesia	

	assessments, etc. 3. Procedures for Analyzing/Using Data (School, PLC, Classroom) 4. Data Teams/Data Walls – FES has a school data team. Greg Conway is working on assembling the district data team. Data Team resources were distributed to the group. The schools will utilize their Leadership Teams as their school-level data teams. 5. District/School Walkthrough Process – the updated process was distributed to the group. School walkthroughs will continue at a minimum monthly in all schools. Principals/assistant principals/counselors will participate. Leadership team members may participate in the future. All teachers will observe another teacher using the eleot framework in February. Monthly observation data will be shared with all teachers.		

Program Updates	1. Greg Emmons – two career fairs at universities have been scheduled. We will need to know about any retirements/resignations as soon as possible. School safety drills will need to be conducted and documented within the first 30 days of the second semester. Title I Parental involvement money will need to be utilized. The FRYSC employees are finalizing the PREP and Community Engagement Plan. We are also planning for a summer enrichment week-long program. 2. Melissa James – The Communication Plan is nearly completed – individual input will be needed from principals. Restraint and seclusion training will be held on Monday (1/5/15) at FES at 3:45 if you have employees that need to complete the training. Co-teaching training has been provided by KEDC. 3. Denise Brown – the MAP files are not yet back from NWEA. As soon as the files are back, the school servers will be set up for winter testing. Schools may want to assess all intervention students. We are still working through workstation replacements and camera installs on the technology side. We are waiting on the finalization of the sale of the old Ewing property to complete the core router replacement.	SDLT	
Diagnostic Review	1. Doc Submission Process – the Standards for Quality documentation process was discussed with the group. Principals will collect evidence for their selected indicators and send it to the Standard lead for the district. 2. Which Documents? – Samples of evidence are included with the indicators. Standard leads will ask for additional evidence. 3. Surveys – the surveys are available to us in ASSIST and Survey Monkey. On the school websites, student surveys are posted. The parent survey is posted on the district website. The staff survey will be sent out via email	Brian/ Lesia	

	within the next two weeks.		
Miscellaneous	1. School Vision vs. District Vision – school visions were shared and correlated to the district vision. 2. Stakeholder Participation in CSIP Process – the process of involving stakeholders in CSIPs was discussed. Surveys from stakeholders were utilized, as well as input from SBDM & the Leadership Teams. The TELL Survey & ValEd Surveys provided additional information. 3. School Websites – schools need to have their SBDM, PLC, & staff meeting minutes/agendas/sign-in sheets on their websites. 4. Classroom Cleaning Responsibilities – classroom furniture and excess paper/etc. should be a classroom responsibility. Monthly facilities walkthroughs are being conducted by district administrators/supervisors to ensure our facilities are the best learning environments possible. 5. School Board Appreciation (Jan) – appreciation month is January. 6. Upcoming Faculty/SBDM Meetings – 5 Slide Report – Senior Leadership Team Members will be presenting "5-slide" presentations about district initiatives at school staff meetings. 7. Upcoming BOE Work Sessions/ Meetings – board policy states that meetings are to be held at the central office. The Board will determine future meeting sites at the January meeting. 8. Achievement Goals (School) – Each school discussed their achievement goals. 9. Chart Bench 1 Data on Data Wall – principals plotted their benchmark data on the district data wall. 10. Schedule of Principals' Meetings/ PLC – the group scheduled the principals meetings through April. 11. Academic Calendar 2015-2016 – Karen Kirby presented a draft of the calendar to the group for discussion. Principals will provide feedback to		

	Karen by 1/12/15 regarding calendar options.		
Closure	1. New Business 2. Upcoming Events 3. Plus/Delta	Brian	

Upcoming Events/Reminders

- Board of Education Work Session/Meeting – Jan 14 6:00/7:00
- Teachscape Calibration Window closes Jan 16 (Required)
- Personnel Committee Meeting –
- FTO Committee Meeting –
- Superintendent's Advisory Council Meeting –
- SBG Committee Meeting – Jan. 22 4:00 (CO)
- Communication Committee Meeting –
- Benchmark 2 Window (Week of Jan 19)
- Curriculum Design Team – Jan 20 4:00 (CO)

Homework

- Program Review Process & Timeline (Complete Template)
- Final Draft School Assessment Plan

**Program Review Template to be done on standard template which will be posted to Lesia Eldridge's Department Page.

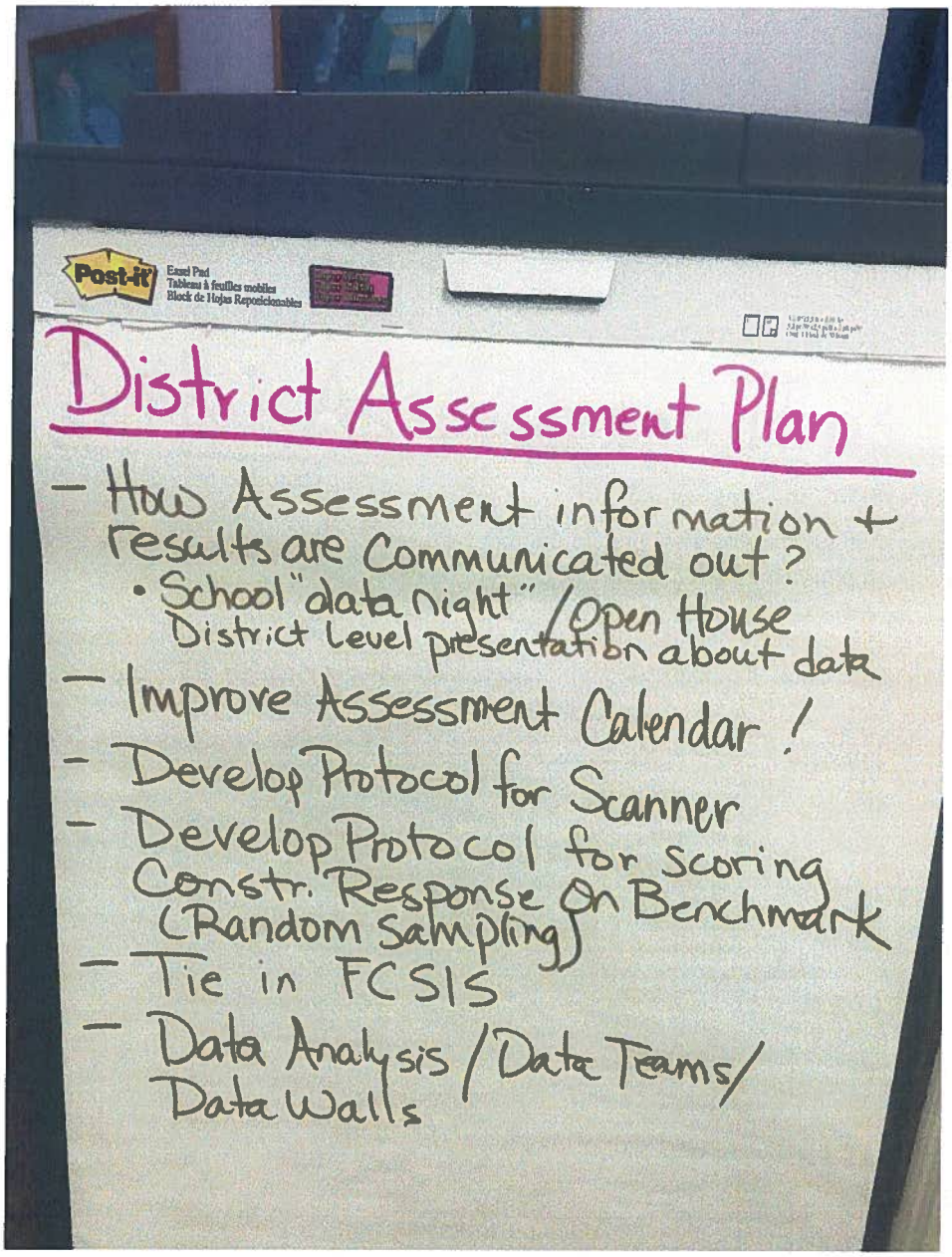
Teaching & Learning Reports – Schedule

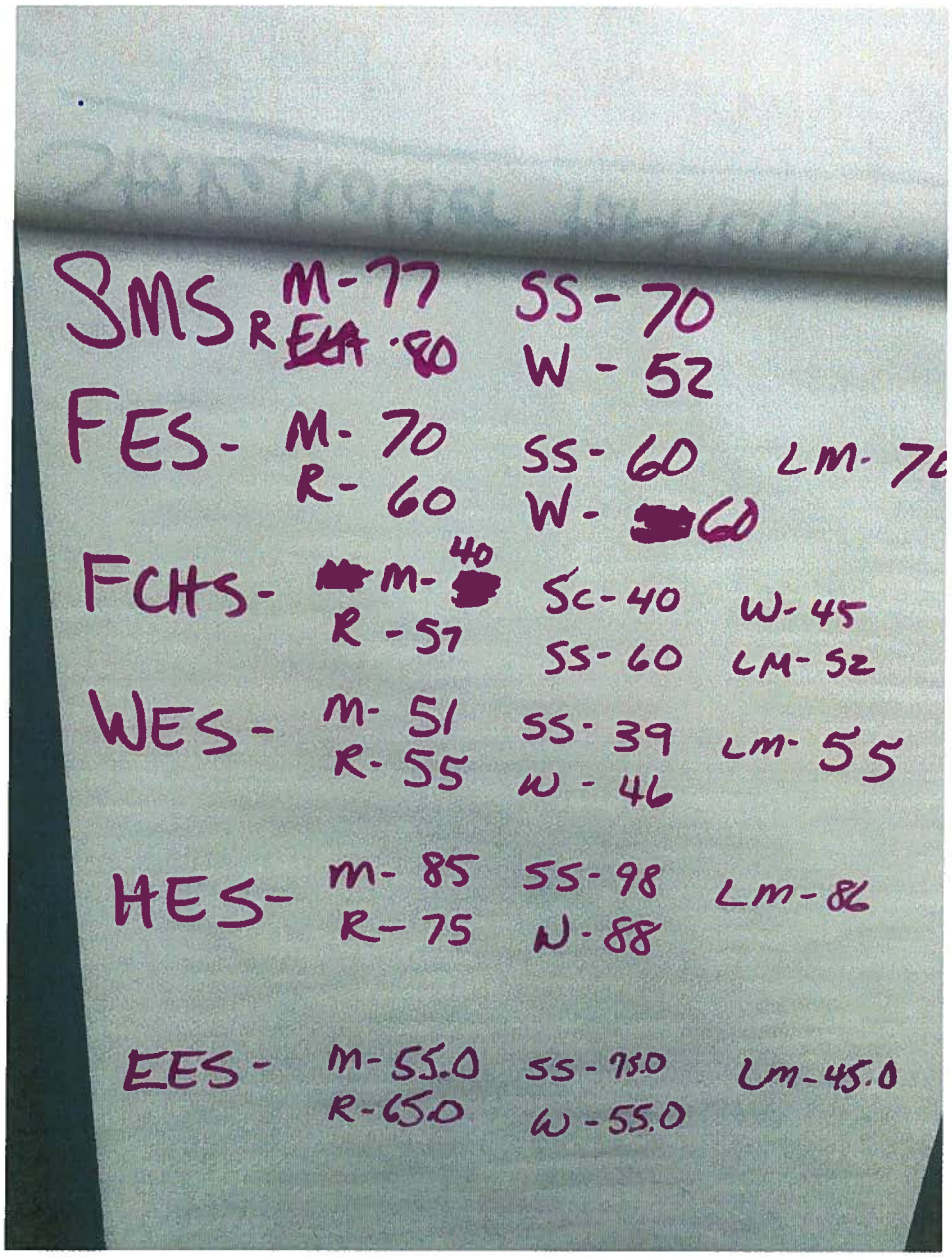
- January BOE Work Session – Mark Leet (FCHS Update on Engage NY/StemScopes)
- January BOE Meeting – Stephanie Emmons (FES Teaching & Learning Report)
- February BOE Work Session – Luanne Applegate (EES Update on Engage NY)
- February BOE Meeting – Mark Leet (FCHS Teaching & Learning Report)
- March BOE Work Session – Jesse Bacon (SMS Update on Engage NY/StemScopes)
- March BOE Meeting – Luanne Applegate/Terra Greer (Teaching & Learning Report – PDSA Update)
- April BOE Work Session –
- April BOE Meeting – Carol Thompson/Jesse Bacon (Teaching & Learning Report – PDSA Update)
- May BOE Work Session –
- May BOE Meeting – Stephanie Emmons/Mark Leet (Teaching & Learning Report – PDSA Update)

** PDSA Report to be done on standard template which will be posted to Lesia Eldridge's Department Page.

FCS School Leadership Team Meeting
Date: January 2, 2015
Time: *9:00 a.m.*

Name	Signature
Luanne Applegate	
Jesse Bacon	
Denise Brown	
Greg Conway	
Brian Creasman	
Lesia Eldridge	
Greg Emmons	
Stephanie Emmons	
Terra Greer	
Melissa James	
Mark Leet	
Bill Morgan	
Carol Thompson	
Jim Hamm (KDE)	
Felicia Bond (ERS)	
Charlotte Jones (ERS)	
Lewis Willian (ERL)	


Post-it
Easel Pad
Tableau à feuilles mobiles
Block de Hojas Reposicionables
District Assessment Plan
- How Assessment information + results are Communicated out?
• School "data night" / Open House
District Level presentation about data
- Improve Assessment Calendar!
- Develop Protocol for Scanner
- Develop Protocol for scoring Constr. Response on Benchmark (Random Sampling)
- Tie in FCSIS
- Data Analysis / Data Teams / Data Walls



SMS R M-77 SS-70
ELA-80 W-52

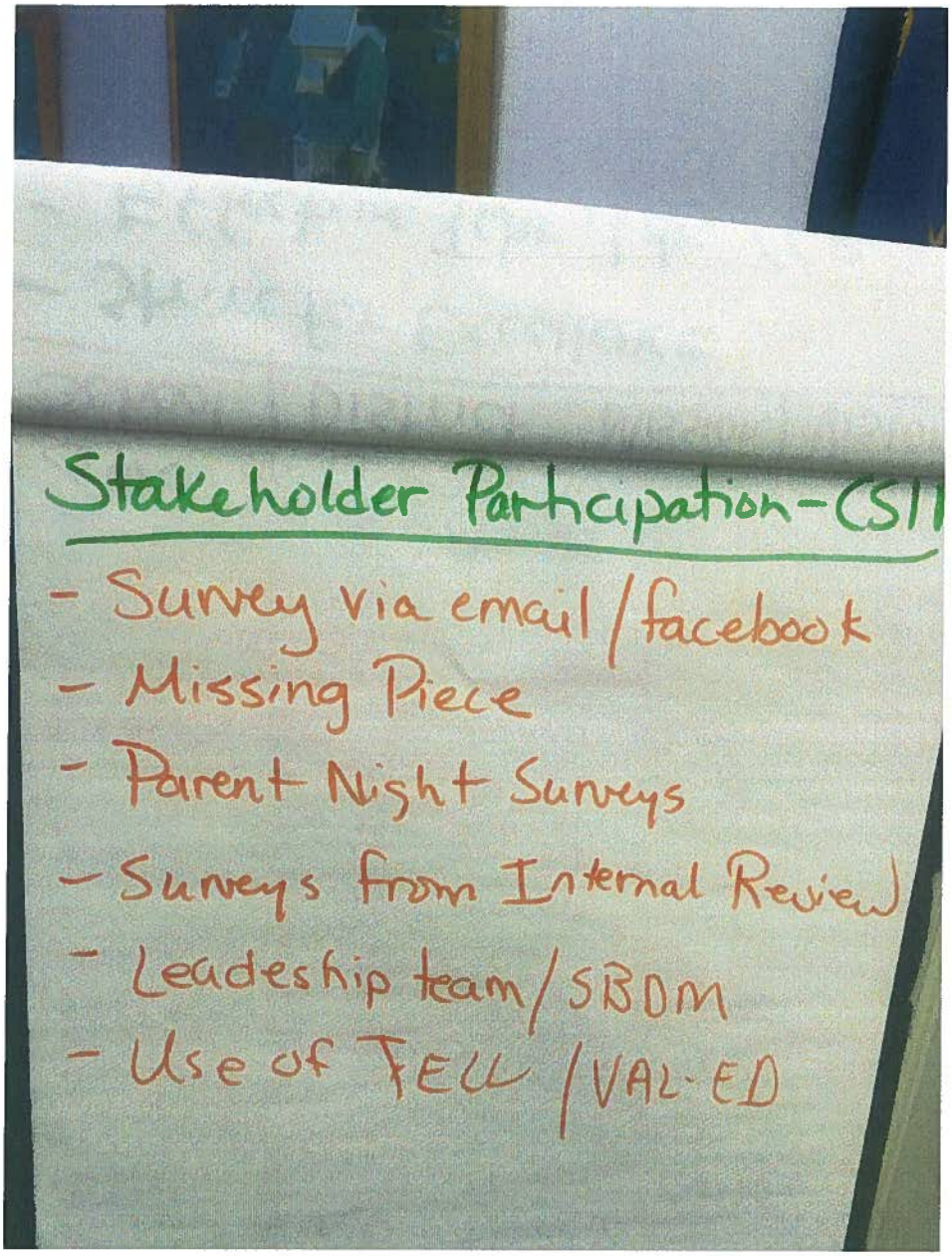
FES- M-70 SS-60 LM-7
R-60 W-[redacted]60

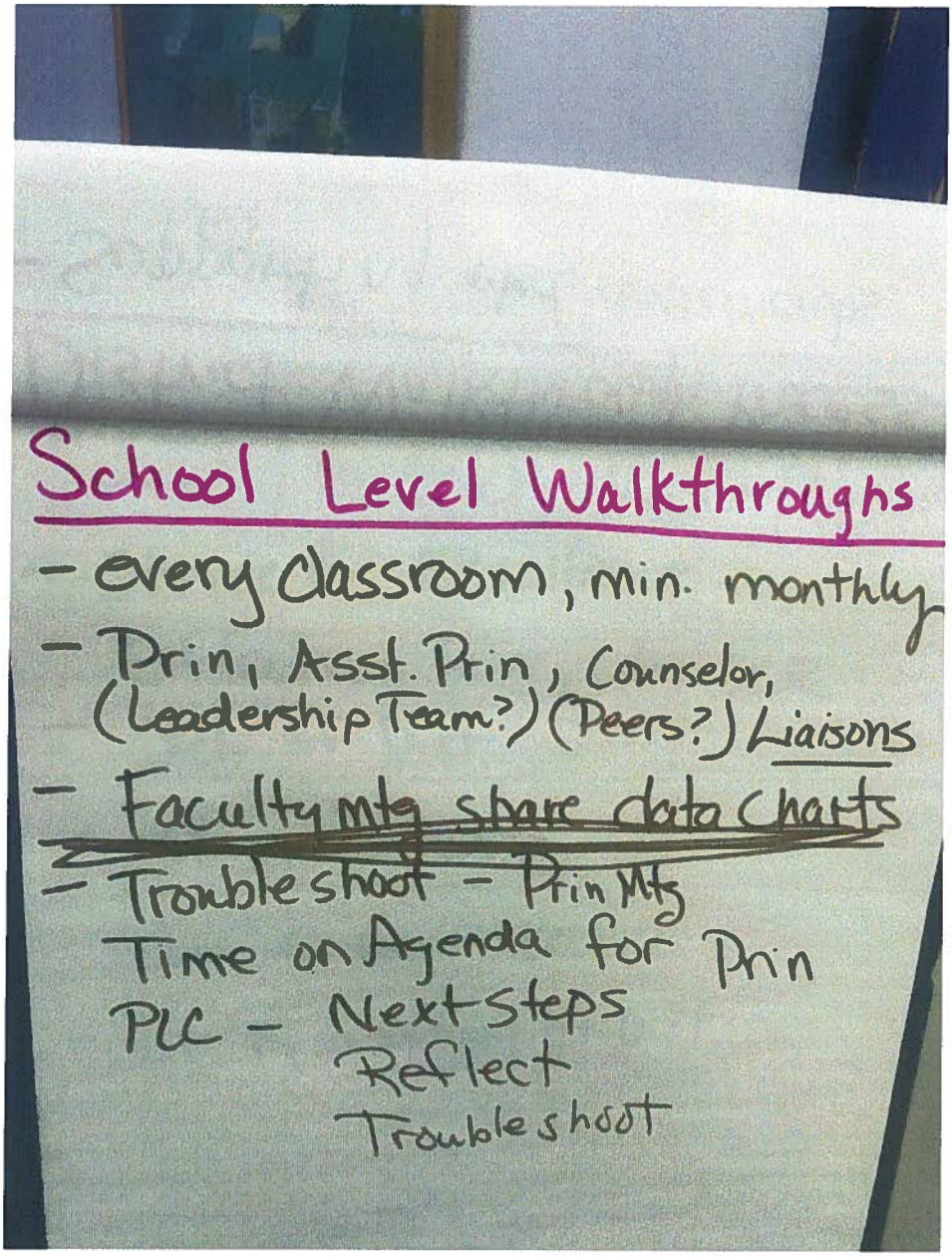
FCHS- [redacted] M-40 Sc-40 W-45
R-57 SS-60 LM-52

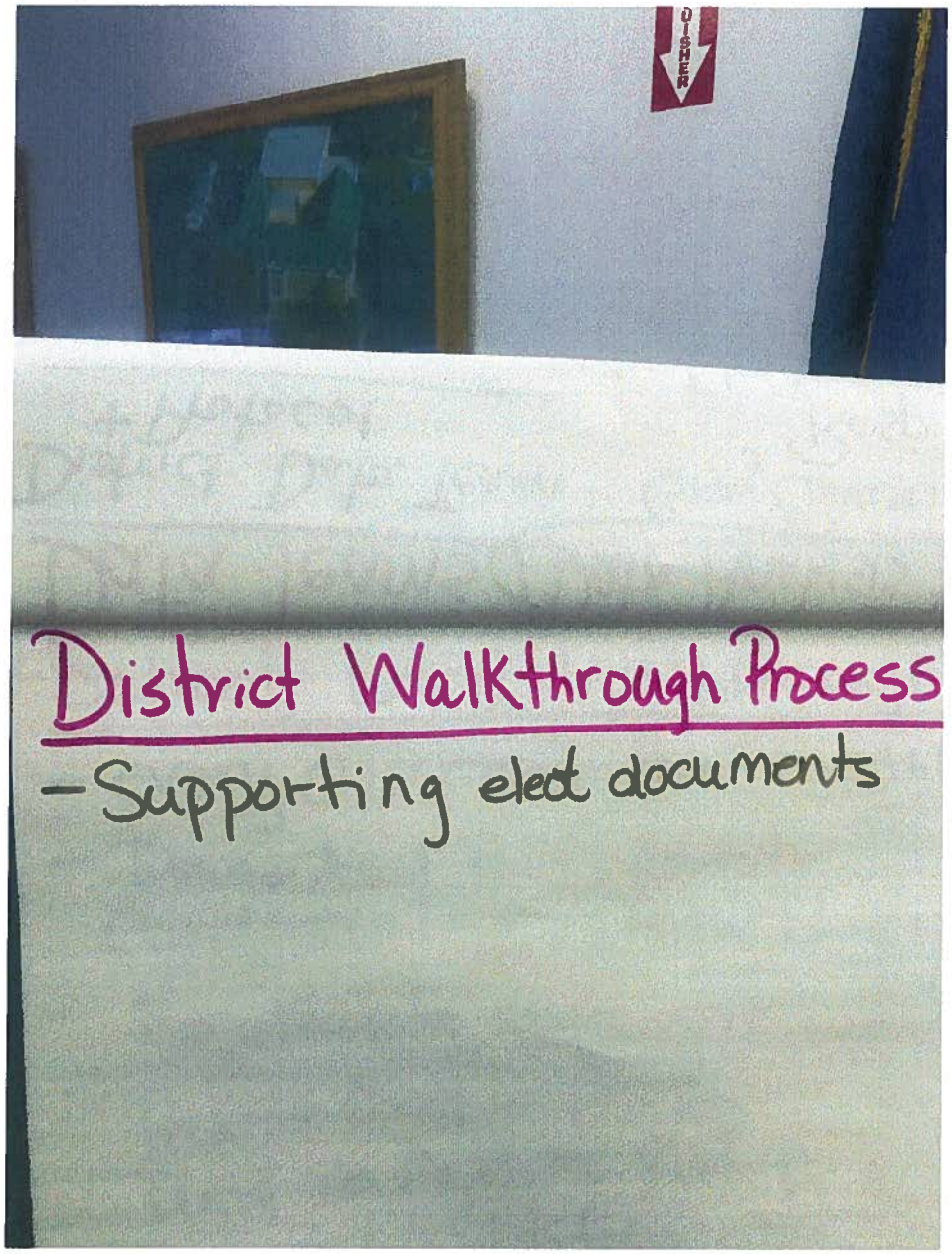
WES- M-51 SS-39 LM-55
R-55 W-46

HES- M-85 SS-98 LM-86
R-75 W-88

EES- M-55.0 SS-75.0 LM-45.0
R-65.0 W-55.0

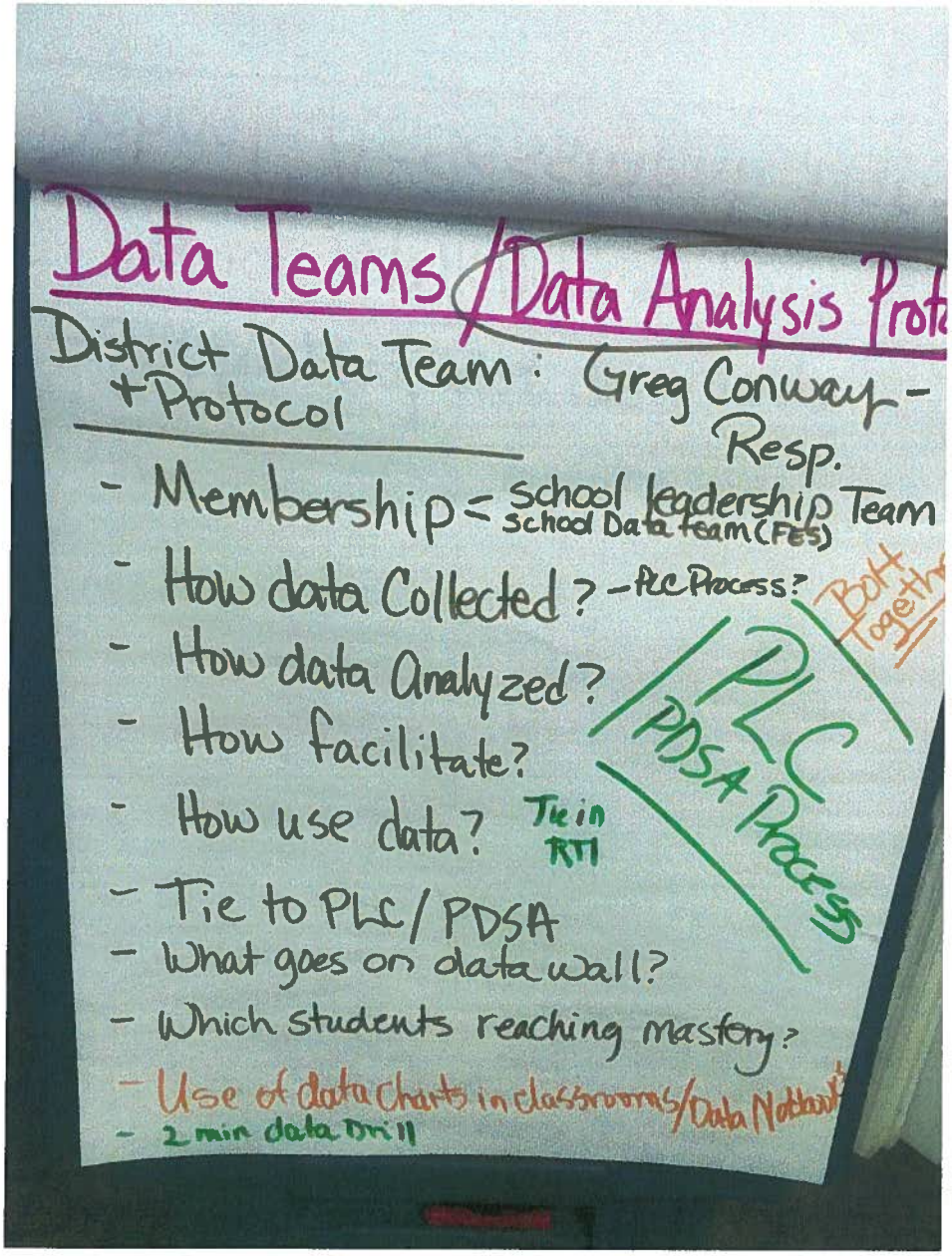

Stakeholder Participation - CSII
- Survey via email / facebook
- Missing Piece
- Parent Night Surveys
- Surveys from Internal Review
- Leadership team / SBDM
- Use of TELL / VAL-ED

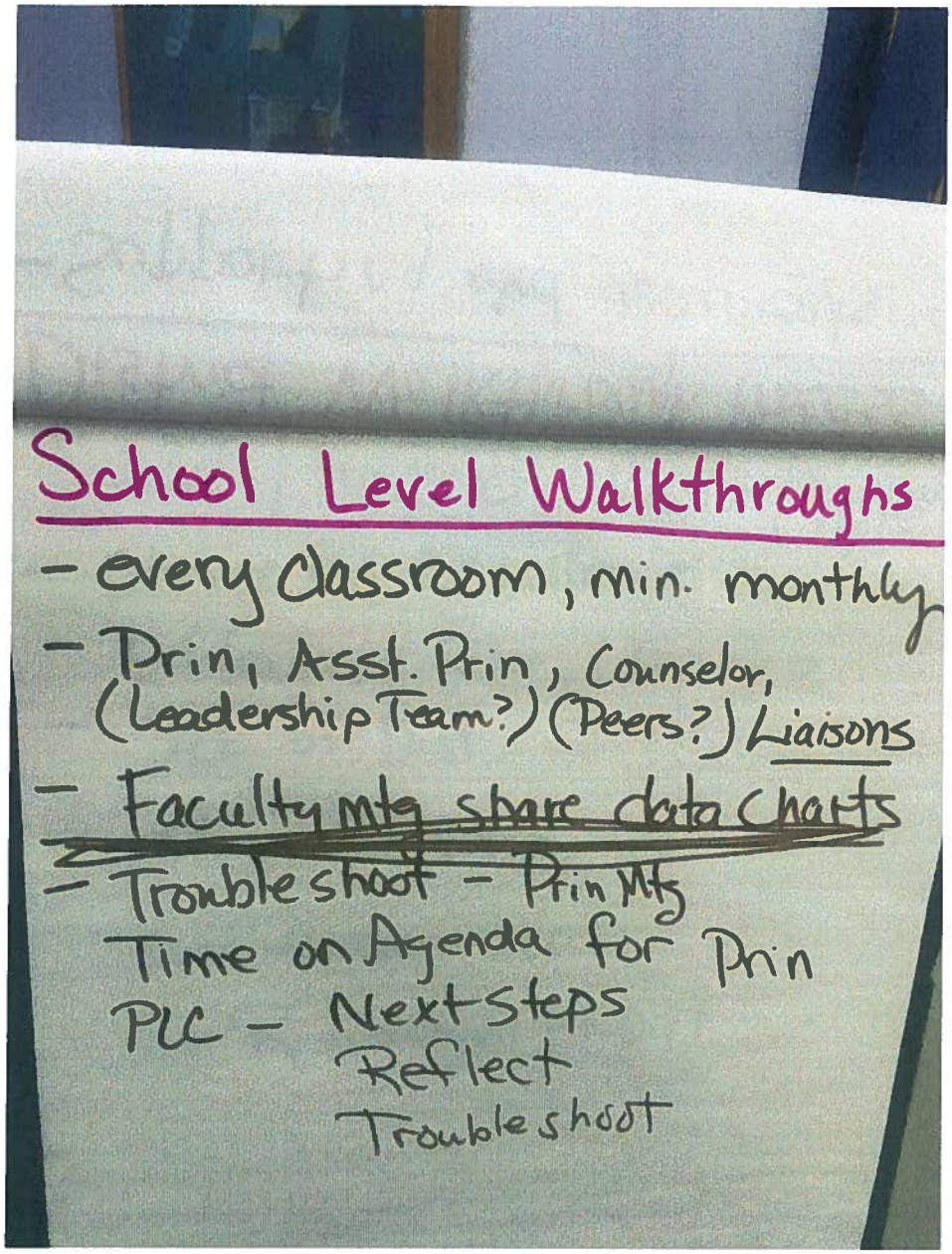

School Level Walkthroughs
- every classroom, min. monthly
- Prin, Asst. Prin, Counselor, (Leadership Team?) (Peers?) Liaisons
- Faculty mtg share data charts
- Troubleshoot - Prin Mtg
Time on Agenda for Prin
PLC - Next Steps
Reflect
Troubleshoot



District Walkthrough Process

- Supporting elect documents


Data Teams / Data Analysis Prot
District Data Team: Greg Conway - Resp.
+ Protocol
- Membership = school leadership Team
school Data team (FES)
- How data Collected? - PLC Process?
- How data Analyzed?
- How facilitate?
- How use data? Tie in RTI
- Tie to PLC / PDSA
- What goes on data wall?
- Which students reaching mastery?
- Use of data charts in classrooms / Data Notebook
- 2 min data Drill
PLC
PDSA Process
Bott
Togeth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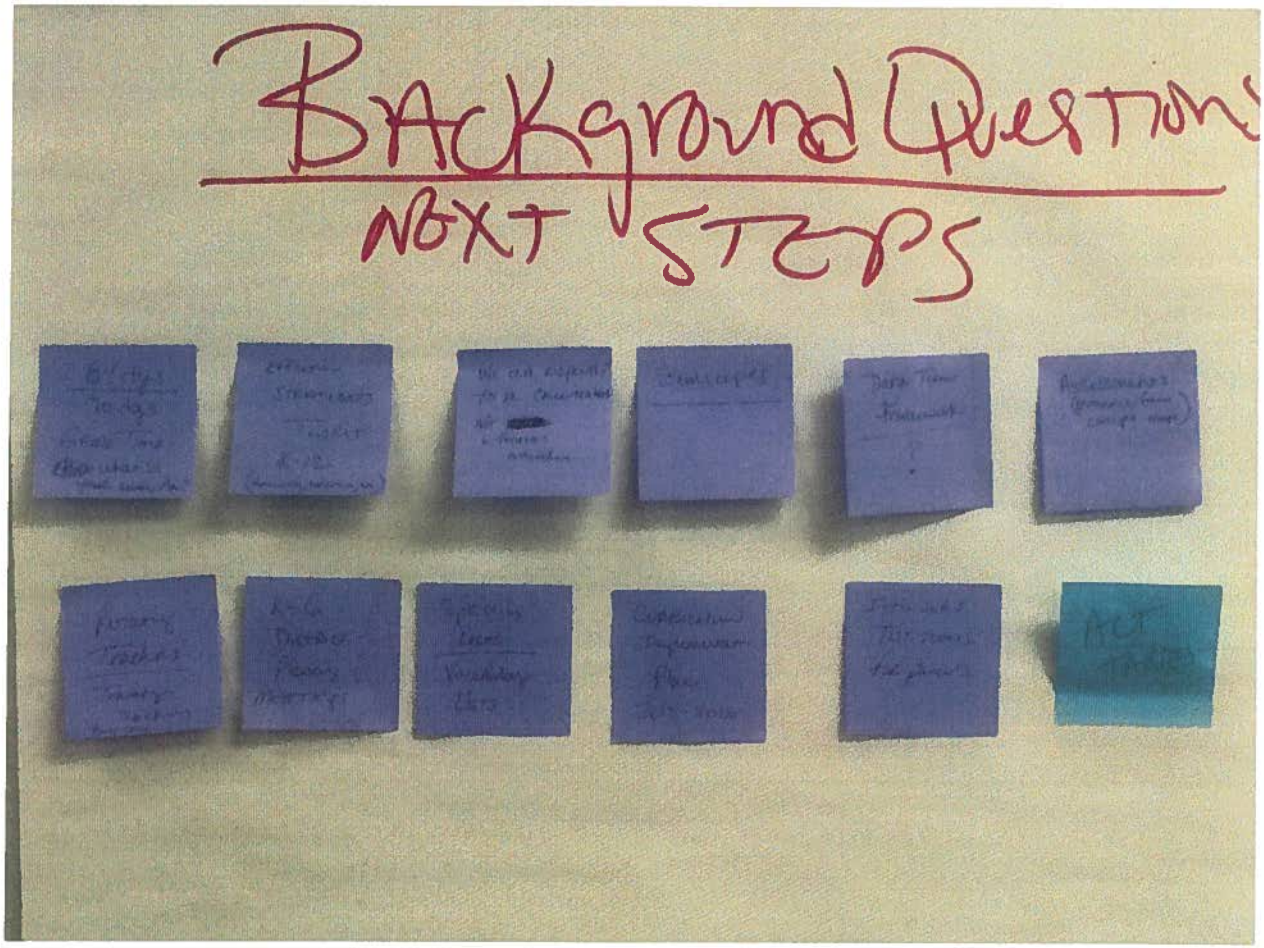
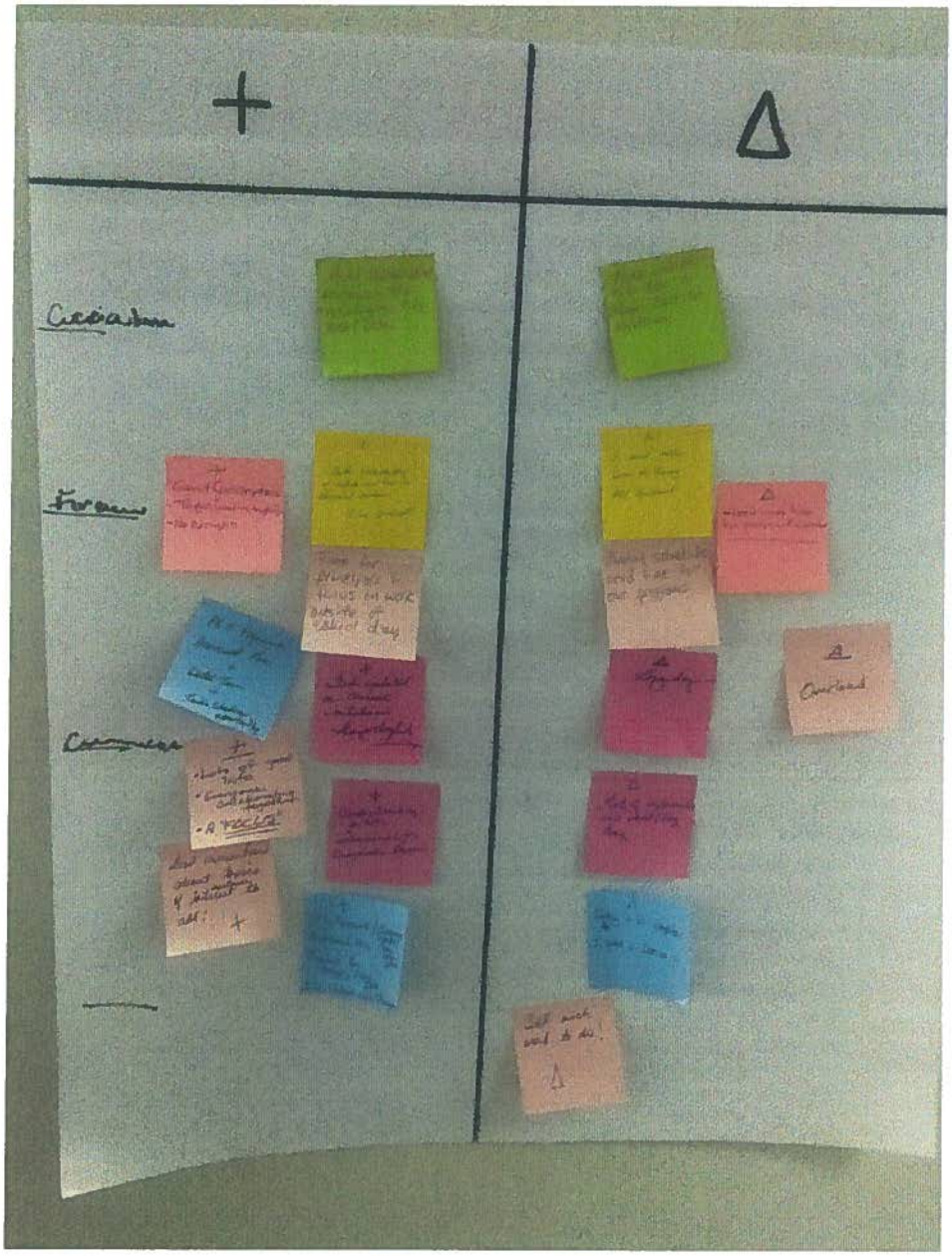

Background Questions
NEXT STEPS


+
Δ
Overload

Purpose & Direction
Governance & Leadership
Teaching & Assessing for Learning
Resources & Support Systems
Using Results for Continuous Improvement

Fleming County Schools

School Leadership Bi-Weekly Meeting

Friday, January 2, 2015

Who are we?
Beliefs
Mission
Vision
Where are we now?
Performance Data
Financial Data
Stakeholder Input
SWOT Analysis
Where do we want to go?
Strategic Goals Areas
Strategic Priorities
How will we know we have arrived?
Performance Objectives
Measures & Targets
How do we plan to get there?
Initiatives
Action Plans

Fleming County Schools
Strategic Goals (Draft – Approved by Board 10.16.2014)

TEACHING AND LEARNING: Promote teaching that prepares students to be college/career ready who are lifelong learners and competitive in the 21st century global economy.

FISCAL: Develop systems to ensure sound fiscal management designed to support effective teaching and learning.

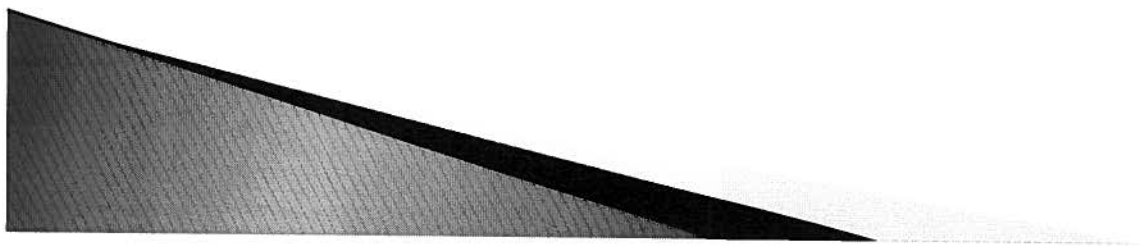
COMMUNICATION: Improve content, frequency and transparency of communication with and among stakeholders to enhance teaching and learning.

CULTURE: Promote a culture where all stakeholders are valued and high expectations are shared.

ACCOUNTABILITY: Develop a comprehensive district-wide accountability framework that ensures and evaluates the effectiveness of the district systems and the teaching and learning process.

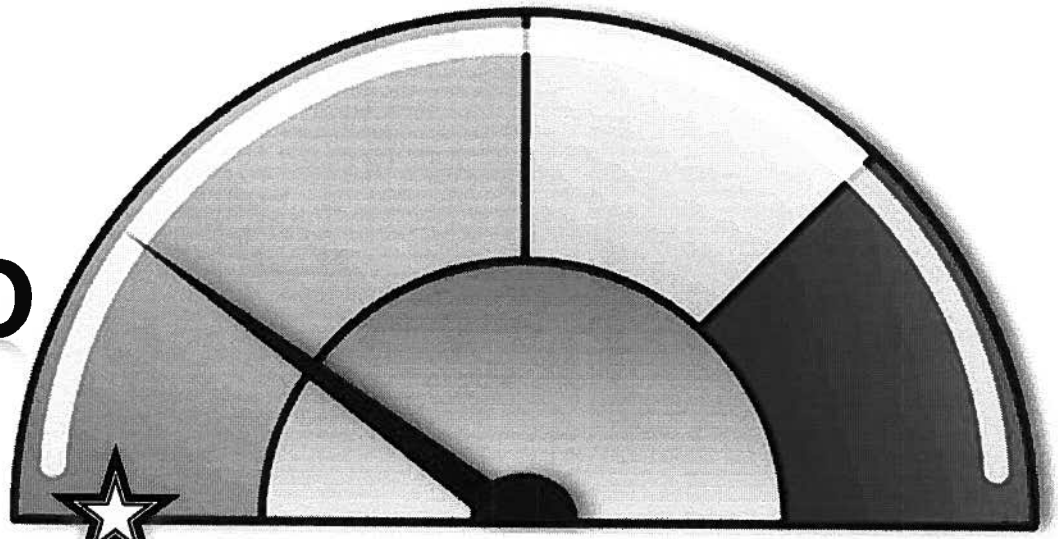
Draft Approved by
FC BOE 10-16-14

TRUE NORTH ACTIVITIES



PROGRESSING TOWARD OUR GOALS

GOALS REACHED



Failure

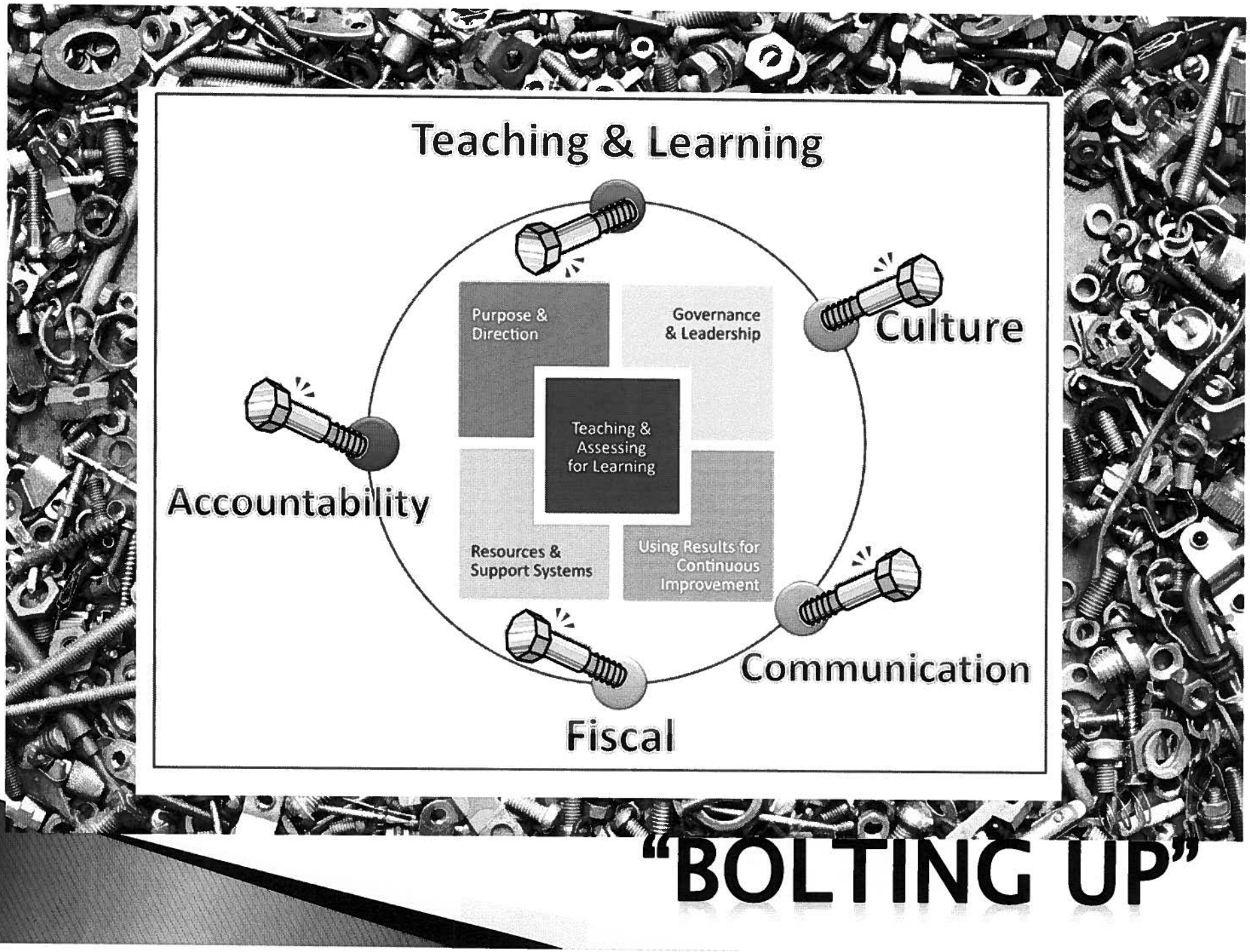
Improvement Needle

OUR COUNTDOWN TO GAME TIME

VALIDATION
MARCH 15 - 18, 2015

10 Weeks

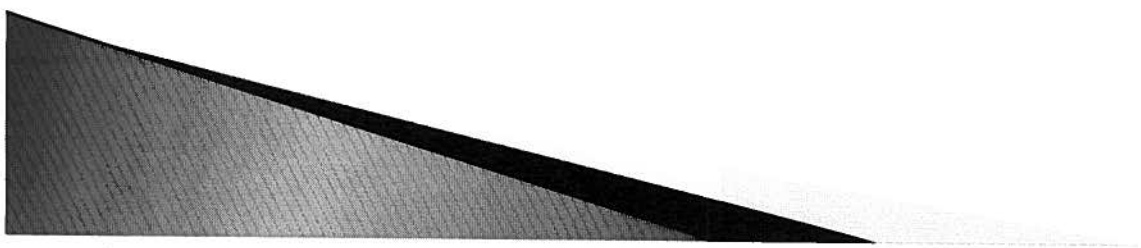
MARCH MADNESS


Teaching & Learning
Purpose & Direction
Governance & Leadership
Teaching & Assessing for Learning
Resources & Support Systems
Using Results for Continuous Improvement
Culture
Accountability
Communication
Fiscal

"BOLTING UP"

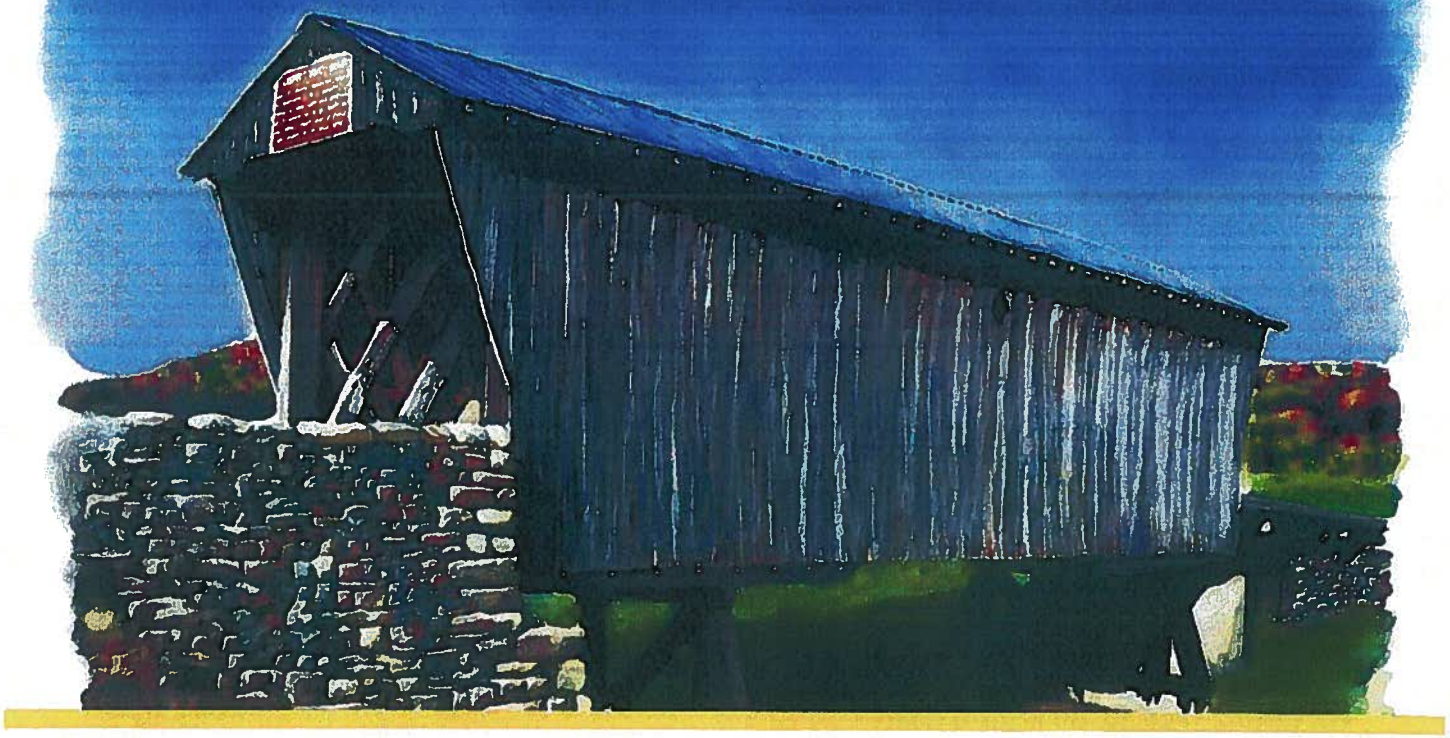
DATA TEAMS AND PROCESSES

- Data Team PPT
- Data Team Process: Start to Finish
- Guiding Questions for District, School, and Instructional Data Teams
- Questions for Data Team Leaders to Use when Facilitating Data Team Meetings
- Data Team Meeting Steps and Structure
- Data Team Rubric



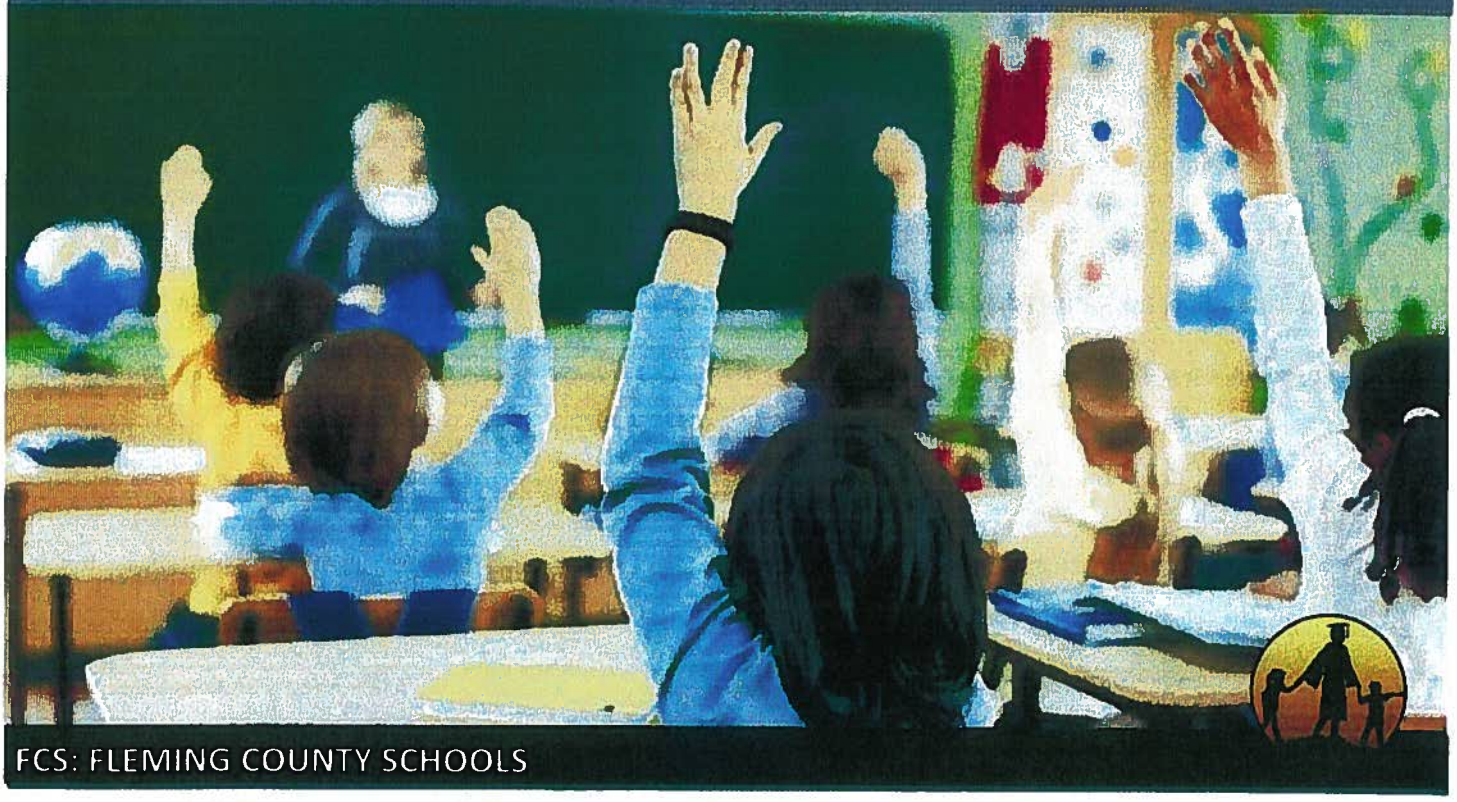
DRAFT

Our Vision. Our Bridge. Our Journey.



PLC FRAMEWORK

Establishing Fleming County Schools as a Kentucky "District of Distinction"



FCS: FLEMING COUNTY SCHOOLS

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FRAMEWORK OVERVIEW

In education circles, the term *learning community* has become commonplace. It is being used to mean any number of things, such as extending classroom practice into the community; bringing community personnel into the school to enhance the curriculum and learning tasks for students; or engaging students, teachers, and administrators simultaneously in learning - to suggest just a few.

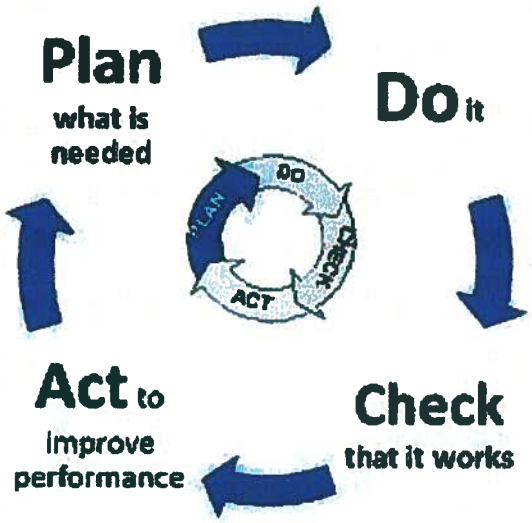
Astuto and colleagues (1993) label *the professional community of learners as the process in* which the teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit. This arrangement has also been termed *communities of continuous inquiry and improvement.*

As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement. Thus, persons at all levels of the educational system concerned about school improvement - state department personnel, intermediate service agency staff, district and campus administrators, teacher leaders, key parents and local school community members - should find this framework valuable.

This collection of information provides the district a framework to operate PLCs effectively in departments, schools and district-wide.

• PLC FRAMEWORK – CONTINUOUS IMPROVEMENT

The FCS PLC Framework will be updated regularly. Once implemented the district will convene a committee made up of district representatives, principals and teachers. The framework will be updated based on a continuous improvement cycle.



• DEFINING A PROFESSIONAL LEARNING COMMUNITY

Professional Learning Communities (PLCs) shift the focus of school reform from restructuring to reculturing (Louis, 2006). A PLC is an ongoing process used to establish a school wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts. Generally, PLCs are composed of teachers, although administrators and support staff routinely participate (Bolam, McMahon, Stoll, Thomas, & Wallace, 2005; Huffman, 2000). In some schools, PLCs are extended to community members and students, as appropriate (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006; Stoll & Louis, 2007). Through participation in PLCs, teachers enhance their leadership capacity while they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning (Rentfro, 2007).

Furthermore, professional learning communities are a group of teachers, administrators, staff members who meet regularly, formally or informally, as a team:

- To study data,
- To analyze current levels of achievement,
- To set achievement goals,
- To identify essential and valued student learning,
- To develop common formative and summative assessments,
- To share strategies, and
- To research best practices.

The expectation is that this collaborative effort will produce ongoing improvement in student achievement.

• CHARACTERISTICS OF PROFESSIONAL LEARNING COMMUNITIES

A PLC is not a model, per se; rather, it is an approach or process. Most PLC definitions assume a set of characteristics that reflect the nature of a true PLC. An understanding of these characteristics provides educators with a shared lens through which to examine their own PLCs. They also can provide an infrastructure for shaping practice and assessing progress. A brief description of some of the most commonly cited characteristics follow:

Shared values and vision (Bolam et al., 2005; DuFour, 2004; Feger & Arruda, 2008; Hord, 1997; Kruse, Louis, & Bryk, 1994). Teachers and administrators share a vision focused on student learning and a commitment to improvement (Reichstetter, 2006). The vision is used as a context for decision making about instructional practice and collaborative learning efforts. The vision statement should result in a collective responsibility for and an unwavering focus on student learning (Leo & Cowen, 2000; Louis & Kruse, 1995; Stoll et al., 2006).

- **Collaborative culture** (Bolam et al., 2005; Feger & Arruda, 2008; Kruse, Louis, & Bryk, 1994). PLCs are based on the premise that through collaboration, professionals achieve more than they could alone (DuFour & Eaker, 1998). Teachers benefit from the resources that each brings to the PLC (Newman, 1994). Collaboration provides a mechanism for sharing responsibility for student learning and a means to work together toward a common purpose (Reichstetter, 2006; Stoll et al., 2006). Collaboration (e.g., opportunities for teachers to engage in ongoing collegial opportunities where they talk about teaching, receive frequent feedback on teaching, design classes together, teach each other, etc.) has been found in successful schools and is missing in unsuccessful schools (Little, 1989, 2003).

- **Focus on examining outcomes to improve student learning** (DuFour, 2004; Feger & Arruda, 2008; Kruse, Louis, & Bryk, 1994; Louis, 2006). PLCs promote results-oriented thinking that is focused on continuous improvement and student learning (Reichstetter, 2006). The focus goes beyond a team getting together to look at data. In PLCs, teachers respond to data that require mutual accountability and changing classroom practices. Data help motivate teachers to see what is happening and what they need to do collectively (White & McIntosh, 2007).

- **Supportive and shared leadership** (Feger & Arruda, 2008; Hord, 1997; Kruse, Louis, & Bryk, 1994; Louis & Kruse, 1995; Mitchell & Sackney, 2006). PLCs often are viewed as a foundation for developing teacher leaders (Caine & Caine, 2000). Administrators are committed to sharing decision making with teachers and providing opportunities for them to serve as leaders (Hargreaves & Fink, 2006; McREL, 2003). Leadership is shared and distributed among formal and informal leaders (Phillips, 2003; Reichstetter, 2006). The purposes and goals of a PLC grow from among the participants, based on their values, beliefs, and individual and shared experiences (Thompson, Gregg, & Niska, 2004). Teacher leadership capacity sustains PLCs. Sharing power and authority with teachers through decision making and shared leadership increases leadership capacity and builds a belief in the school's collective ability to affect student teaching (Olivier & Hipp, 2006).

- **Shared personal practice** (Hord, 1997; Kruse, Louis, & Bryk, 1994; Thompson, Gregg, & Niska, 2004). A major focus of PLCs is on professional learning in which teachers work and learn together as they continually evaluate the effectiveness of their practices and the needs, interests, and skills of their students (McREL, 2003).Teachers share experiences, observe each other, and discuss teaching. Shared practice and collective inquiry help sustain improvement by strengthening connections among teachers, stimulating discussion about professional practice, and helping teachers build on one another's expertise (McREL, 2003). Through continuous inquiry and reflective dialogue teachers discover solutions and address student needs (Hord, 1997; Stoll et al., 2006).

• PLC ESSENTIAL QUESTIONS

"Learn what?" and "How will we know?" are two of the most significant questions a PLC will consider. In fact, they are the questions that drive the work of collaborative teams. Other key questions teams must consider include "How will we respond when some students don't learn?" and "What will we do for our learners who already know it?"

When looking at the first driving question "Learn what?", teams may also begin to ask "What content do we currently teach that we can eliminate because it is not essential?" and "What must our students know and be able to do as a result of this unit we are about to teach?"

Four Questions to Guide PLC's

1. What do we expect students to learn?
   Essential outcomes, power standards, learning targets, pacing
2. How will we know if they learn it?
   Common assessments, quick checks for understanding, results analysis
3. How do we respond when students experience difficulty in learning?
   Differentiated instruction, Pyramid of Interventions, and Response to Instruction
4. How do we respond when students *do* learn?
   Differentiated instruction and Enrichments

What is it we want students to learn? *(Goals/Expectations)*

a. A PLC is characterized by the belief that the fundamental purpose of the school is student learning.
b. In a PLC, all staff members believe that all students can and will learn. They demonstrate high expectations for all students.
c. A PLC immerses teams of teachers in curriculum and professional development, building a shared knowledge about what students need to know and be able to do.
d. A PLC establishes, supports, and strengthens high-performing collaborative teams that work interdependently toward common student achievement goals.
e. A PLC supports teams as they clarify the essential outcomes that students need to learn foe each unit of study.
f. In a PLC, collaborative teams meet regularly. They focus their time on discussing student performance and teaching strategies. They maximize their time together through the use of ground rules and norms.
g. In a PLC, all staff members feel that they have a responsibility to support school improvement and they feel involved in the decision-making processes of the school.

Examples: PBIS Expectations; Essential Vocabulary; Extended response with rubric; Self care skills; Communication skills – Verbal/Written; Technology Skills; Meet or Exceed in Standards; Rubrics;

Teacher Quarterly Goals; Interpersonal/Intrapersonal Skills; and Read, Write, Apply and Comprehend.

How will we know when each student has mastered the essential learning? *(Assessment)*

a. In a PLC, teams of teachers develop and use common formative and summative assessments to monitor student progress on essential outcomes. These assessments are aligned with local and state assessments.
b. Teachers have developed a common understanding about what characterizes student performance that is proficient and student performance that is not proficient.

Examples: Grades – No "Zeros"; Formative/Summative/Common Assessments; District Assessments/Benchmarks; Progress Reports; Report Cards; Pre/Post Assessments; Item analysis; Probes; ISAT Data; Graphs; Teacher Observations; Student reflections/journals; Unit/Weekly Test/Quizzes; Rubric/Checklist; Fluency Checks; Accelerated Reader Points; Student work/evaluations; and Class participation.

How will we respond when a student experiences difficulty in learning? *(Intervention)*

a. In a PLC, teachers use formative assessments and other sources of data to identify students who are in need of extra time and support.
b. In a PLC, if a student is having difficulty learning, there is a school-wide systemic response to provide extra time and support to that student. Intervention is not left to the individual teacher.
c. In a PLC, interventions are carefully matched to the individual needs of students.
d. In a PLC, there is a system in place to make sure that all interventions are frequently monitored and evaluated to determine if they are having a positive effect. Ineffective interventions are modified and discontinued.

Examples: Differentiated Instructions; Data Item Analysis; Blooms Taxonomy; Manipulatives Choice Boards; Immediate Feedback; Guided Reading; Co-Teaching; Target Specific Skills; Leveled Materials (below, on level, above); Graphic Organizers; Additional Time; Flexible Grouping; and Teacher shared strategies.

How will we deepen the learning for students who have already mastered essential knowledge and skills? *(Acceleration)*

a. A PLC provides all students with a rigorous and challenging academic program. Pre-assessment strategies are used to determine if students already know content. Advanced instruction and materials are then provided for these students.

Examples: Choice boards; Use leveled Readers; Free choice book reading for points; Centers – High level; My Vocabulary Words; United Streaming Skills; Separate Curriculum; Games; Take to Seat Centers; Use Vocabulary to Write Sentences; Accelerated Reader; Picture/Writing Journals; Enriched-Leveled Reader- Novels; Individual Projects; Peer Tutoring; and Reading Buddies.

• BENEFITS OF HAVING EFFECTIVE PLCs & CULTURAL SHIFTS

Effective professional learning communities can be a tremendous benefit to both teachers and students. For staff, the following results have been observed:

a. Reduction of isolation of teachers.
b. Increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission.
c. Shared responsibility for the total development of students and collective responsibility for students' success.
d. Powerful learning that defines good teaching and classroom practice and that creates new knowledge and beliefs about teaching and learners.
e. Increased meaning and understanding of the content that teachers teach and the roles they play in helping all students achieve expectations.
f. Higher likelihood that teachers will be well informed, professionally renewed, and inspired to inspire students.
g. More satisfaction, higher morale, and lower rates of absenteeism.
h. Significant advances in adapting teaching to the students, accomplished more quickly than in traditional schools.
i. Commitment to making significant and lasting changes and higher likelihood of undertaking fundamental systematic change.

For students, the results include:

a. Decreased dropout rate and fewer classes "skipped".
b. Lower rates of absenteeism.
c. Increased learning that is distributed more equitably in the smaller high schools.
d. Greater academic gains in math, science, history, and reading than in traditional schools.
e. Smaller achievement gaps between students from different backgrounds

Reference

Hord, S.M. (1997). Professional learning communities: Communities of continuous inquiry and improvement. Austin: Southwest Educational Development Laboratory.

Cultural Shifts in a Professional Learning Community

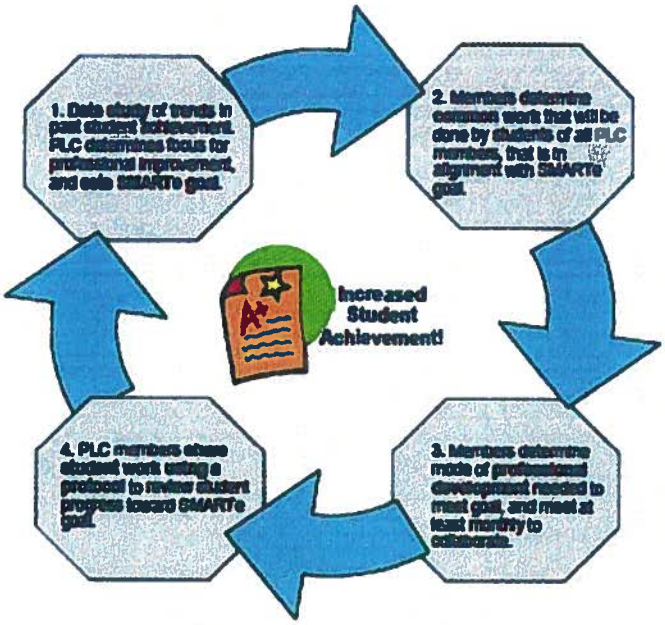
A Shift in Fundamental Purpose	
From a focus on teaching . . .	to a focus on learning
From emphasis on what was taught . . .	to a fixation on what students learned
From coverage of content . . .	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum
A Shift in Use of Assessments	
From infrequent summative assessments . . .	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students
From assessing many things infrequently . . .	to assessing a few things frequently
From individual teacher assessments . . .	to assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment . . .	to balanced assessments
From focusing on average scores . . .	to monitoring each student's proficiency in every essential skill
A Shift in the Response When Students Don't Learn	
From individual teachers determining the appropriate response . . .	to a systematic response that ensures support for every student
From fixed time and support for learning . . .	to time and support for learning as variables
From remediation . . .	to intervention
From invitational support outside of the school day . . .	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning . . .	to multiple opportunities to demonstrate learning

A Shift in the Work of Teachers	
From isolation . . .	to a focus on learning
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From "collaboration lite" on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are "my kids, those are your kids" . . .	to an assumption that these are "our kids"
A Shift in Focus	
From an external focus on issues outside of the school . . .	to an internal focus on steps the staff can take to improve the school
From a focus on inputs . . .	to a focus on results
From goals related to completion of project and activities . . .	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades . . .	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice and (2) respond to students who need additional time and support

A Shift in School Culture	
From independence . . .	to interdependence
From a language of complaint . . .	to a language of commitment
From long-term strategic planning . . .	to planning for short-term wins
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners
A Shift in Professional Development	
From external training (workshops and courses) . . .	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) . . .	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties . . .	to team-based action research
From learning by listening . . .	to learning by doing
From learning individually through courses and workshops . . .	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction ("did you like it?") . . .	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited focused initiatives

PLC Model

Model for improving student achievement through collaborative professional development.



CONFIDENTIALITY

Confidentiality is key to an effective Professional Learning Community. It is critical that each professional learning community is a safe environment for each team member. Most people will share if they feel safe in their environment. If you have a team member who leaves the meeting and discusses student data, a particular team member, or that member's data, it may cause the team to shut down. As professionals, we share student data all the time for educational purposes. FERPA regulations guide our ability to share that information; it is important to maintain professional transparency while preserving the privacy of students and teachers.

FCS PLC EXPECTATIONS

1. PLC teams will meet formally at least twice a month. Teams are highly encouraged to meet more. Informal PLCs meetings, understandably, will meet more often.

2. PLC teams will be guided by SMART goals (Strategic, Measurable, Attainable, Results-Oriented, Time-Bound) and action plans based on student needs as defined by data analysis. The PLC goals should be aligned to the individual school's Improvement Plan.
3. SMART Goals, teacher learning goals and action plans will be reviewed by the principal and central office administration. (PLC Goals Action Plan Worksheet will be used to organize information).
4. PLC Work will focus on improving the teaching and learning process. Teachers are encouraged to do so by reflecting on the teaching and learning in their individual classrooms.
5. PLC teams will report progress made each month to the school principal and also include in the School Improvement Plan.
6. Determine a Facilitator for your group each year, quarter or semester.
7. Establish norms for your PLC.
8. Set meeting dates and locations.
9. Submit PLC Planning and Reporting to your school principal.

• FCS – DISTRICT-WIDE PLC IMPLEMENTATION

Year 1: Fleming County Schools will develop a systematic implementation plan for a districtwide PLC and identify issues and obstacles that the district and individual schools must overcome.

Beginning Phase: Team members will develop a report that documents the work the district has already done to become a PLC that includes a recommended plan of action.

PLC Foundation: Create an overarching PLC vision. Meet with team members to communicate the PLC process. As a team, develop a shared mission, vision, collective commitments, and goals. Build a sustainable infrastructure and communication process.

Overview of Phase Development: Make sure that each team member understands their role throughout the process. It is recommended that each team member's role is communicated in writing.

Develop teams and Collaborative Culture: It is important to build a collaborative culture that is committed to collective inquiry, action planning, and continuous improvement. Overarching goal: help all students achieve at high levels by working in teams, not in isolation.

Year 2: Focus on the four essential questions. Determine the specific needs of each school for year three.

Working Phase: Identify essential student outcomes. Ensure high levels of learning for all students. Focus on the four critical questions that will drive the district's PLC. Create a districtwide blueprint for achieving our learning outcomes.

District Curriculum Maps and Pacing Guides: Work with team members to ensure understanding the importance of curriculum maps and pacing guides.

School's Emphasis: Schedule team school site visits to share and collaborate to develop aligned essential outcomes with student-friendly learning targets. Teams will determine their own essential outcomes while aligning to district mapping and pacing.

Assess Student Learning: Develop a shared understanding of assessments, implement common formative assessments, analyze evidence of student learning, and use that evidence to learn from one another and respond to the individual needs of students. Collaborate as a districtwide team by developing assessments as a team, and effectively monitor student learning, collectively responding to results, and implement informed practice. Work to understand the importance of common formative assessments and how to design and use them effective

• TIME FOR COLLABORATION: PLCS

Several structural conditions must be met in order for a professional learning community to develop and grow within a school and school district. Finding time for collaboration is the obstacle that continues to prevent PLCs from becoming effective. Scheduling solutions that create time for PLCs are below:

A. Provide common preparation time – build the master schedule to provide common preparation periods for teachers. Each team might designate 1 day per week to engage in collaborative rather than individual planning.
B. Parallel Scheduling – schedule common prep time by assigning specialists (music, art, etc.) to provide lesson to students across an entire grade level at the same time each day. The team should designate 1 day per week to engage in collaborative planning.
C. Adjusted start and end time – gain collaborative time by starting the workday early or extending the work day one day each week to gain collaborative team time.
D. Shared Classes – combine students across 2 different grade levels or courses into 1 class for instruction. While one teacher or team instructs the students, the other team engages in collaborative work.
E. Group activities, events, and testing – teams of non teaching staff members coordinate activities that require supervision of students rather than instructional expertise while teachers engage in team collaboration.
F. Banking time – over a designated period of days, extend the instructional minutes beyond the required school day. After banking the designated number of minutes, end the instructional day early to allow for team collaboration.
G. In-service and faculty meeting time – schedule extended time for teams to work together on staff development days and during faculty meeting time.
H. Provide technology solutions – provide hardware/software that enable electronic communities to operate in an out of school.

• FCS: THE PLC FOCAL POINTS

Regardless of the professional learning community, district-wide, school-wide, department-wide, or grade-level, all professional learning communities in Fleming County Schools need to be committed to and engage in a process of continuous improvement wherein members collectively:

a. gather evidence of currently levels of student learning,
b. develop strategies and ideas to build on strengths and weaknesses in that learning,
c. implement those strategies and ideas,
d. analyze the impact of the changes to discover what was effective and what was not, and
e. apply new knowledge in the next cycle of continuous improvement.

• FCS: PLC Data Study

The importance of data collection and analysis cannot be overstated in 21st Century classrooms and schools. Fleming County Schools has the expectation that all decisions are driven by data. It is critically important for teachers, administrators and staff members to analyze trends in student achievement data in district-wide, school-wide, departments, and course level PLC teams. Some possible data sources are: benchmarks, summative assessments, classroom level formative assessments, common student work, projects or performance evaluations, etc.)

Questions to discuss during data study:

1) Did your PLC achieve or make progress towards in SMART goal from last year?
2) Will your PLC continue your study from last year or will your PLC need a new-targeted area to student?
3) Can your PLC contribute to your building's targeted areas?
4) How has student achievement changed over the last 2-3 years?
5) Are there specific strengths or needs of the different demographic groups?
6) Are there any curriculum issues that your PLC will benefit from studying this year?

• FCS: PLC PROFESSIONAL DEVELOPMENT

Fleming County Schools views professional learning communities as a professional learning experience, where PLC team members grow professionally. The structure of PLC teams allows for the ownership of professional development for members. These reflections on professional development activities become the focus of the PLC meetings when looking at student work that is not on the agenda.

During your monthly PLC meeting, you may choose to share professional dialog regarding common assessment (formative, summative), student work, or you may determine to use building staff development resources to seek additional professional development to improve instruction in alignment

with PLC goal. PLC teams should contact their building or district Staff Development committee for funding and other resources for professional development needs.

Suggestions for professional development include:

a. Peer observation/classroom visits (highly recommended)
b. Book, article students, professional video studies
c. Video sharing – peers demonstrating use of improved instruction
d. Professional workshops aligned with the PLC initiative
e. Study content related best practices
f. Lesson design study

• FCS: CREATING CONDITIONS FOR SUCCESS

The FCS PLC Framework provides schools a road map to developing highly effective professional learning communities. Each school is expected to develop processes that are conducive to professional learning communities at each school. As schools develop professional learning communities, the district will require documentation of their professional learning communities.

Establish Group Norms

The first thing the PLC team needs to do is to establish "norms" and a method to monitor them. In a PLC, norms represent protocols and commitments to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goal.

When establishing group norms, consider:

TIME and PLACE
- When do we meet?
- Where do we meet? How do we determine this?
- Will we set a beginning and ending time?
- Will we start and end on time?

LISTENING
- How will we encourage listening?
- How will we discourage interrupting?

DECISION-MAKING
- How will we make decisions?
- Are we an advisory or a decision-making body?
- Will we reach decisions by consensus?
- How will we deal with conflicts?

EXPECTATIONS
- What do we expect from members?
- Are there requirements for participation?
- What data or student work will we bring to the next meeting?

FCS: PLC TEAM PROCESS

For each and every PLC, our faculty should follow the protocols below, based on the Continuous Classroom Improvement Cycle.

Administration Timeline (When & Frequency)

Who?

Why?

Goals?

Who is on point and level of involvement of staff?

How will we prepare for the PLC?

Before – During – After Procedures

How will we analyze the data?

How will we communicate our results to students?

All participants will complete a plus/delta at the summation of each PLC to improve the PLC process and address areas of concern.

What?	PLC Protocol implementing the three week Plan, Do, Study, Act continuous improvement process
When?	
Who?	All teachers with administrative support in all PLC meetings
Why?	
Goals?	• The PLC protocol is aligned to FC's continuous classroom improvement PDSA process. • The alignment of the classroom and PLC PDSA protocol provides teachers and administrators a seamless process to monitor and adjust curriculum, instruction, and assessment systematically in response to data from common assessments of student learning and examination of professional practice.
Who is on Point?	
Before Preparation	• All teachers will complete the first and second week of the PLC protocol (Plan and Do) by collaboratively (formally/informally) developing the instructional unit.

Three Week PLC Protocol Checklist

INSTRUCTIONAL UNIT DEVELOPMENT – CIITS Refer to Instructional Unit Checklist			✓
WEEK 1 CLEAR DIRECTION	PLAN	**Learning Targets – "I can statements" are for student consumption** 1. The Teacher creates daily "I can statements" in student-friendly language. The learning targets are tied to the appropriate standard **(Setting and Communicating Clear Direction).** 2. The teacher develops (EPAS/EOC/KOSSA like) **formative/summative** assessment items BEFORE the learning process begins. **Performance Based Assessments** 1. The teacher develops performance based assessment along with appropriate standards based rubric to guide students to proficiency BEFORE the learning process begins.	
WEEK 2 ENGAGEMENT	DO	**Instructional activities** 1. **PLC level** - The teacher develops and lists possible key learning processes (high-yield strategies, interventions, and supporting activities). **Classroom level** -Teacher uses this list to engage students in identifying learning processes to ensure all students master the learning target for this lesson **(Engagement).** 2. The teacher posts high-yield strategies, interventions, and supporting activities that teacher and students have agreed "to do" so everyone remembers their role in improving class learning results. **Higher Level Questioning** 1. The teacher develops and lists at least two higher level questions for each instructional day in the unit. **Vocabulary** 2. The teacher identifies/lists the critical vocabulary for the unit of study.	

All teachers will upload the instructional unit into CIITS. Teachers are to complete the first three tabs in CIITS for the instructional unit plan and attach the weekly class agenda for each five days of instruction to ensure all non-negotiable components are included within teacher's instructional unit plan.

Sample Lesson Plan Format

Weekly Class Agenda

Course:	Date:	Unit Title:
Instructor:	Period(s):	Length of Unit:

Standard(s):

Day/Date	Learning Targets	Activities Please include Literacy Strategy, Cooperative Learning Strategy and Formative Assessments.	Extension/ Re-teaching	Program Review (Refer to Cheat Sheet)
Monday	I can:	Introduction: Activity 1: Activity 2: Activity 3: Conclusion:		PLCS A/H Writing
Tuesday	I can:	Introduction: Activity 1: Activity 2: Activity 3: Conclusion:		PLCS A/H Writing

- Teachers will complete the third week data analysis (**Study/Act**) portion of the PLC protocol.

DATA ANALYSIS PROTOCOL – GradeCam/CIITS			
WEEK 3 CONTINUOUS IMPROVEMENT	STUDY	**Process Analysis – classroom level (ongoing)** 1. The teacher uses plus/delta to inform the learning process. What helped us learn? What got in the way of our learning? 2. The teacher charts the results with students. 3. The teacher charts longitudinal data to monitor student/class growth **Data Analysis – PLC level - GradCam/CIITS (Complete Data Analysis Protocol)** 1. The teacher/students analyze formative/summative results to inform learning processes.	
	ACT	**Action Plan – classroom level** 1. The teacher works with students to develop and implement an action plan for the next cycle of learning based on data. **Action Plan – PLC level** 1. The teacher develops a plan to re-teach and provide acceleration for identified students.	

Weekly Class Agenda

Course:	Date:	Unit Title:
Instructor:	Period(s):	Length of Unit:

Standard(s):

Day/Date	Learning Targets	Activities Please include Literacy Strategy, Cooperative Learning Strategy and Formative Assessments.	Extension/ Re-teaching	Program Review (Refer to Cheat Sheet)
Monday	I can:	Introduction: Activity 1: Activity 2: Activity 3: Conclusion:		PLCS A/H Writing
Tuesday	I can:	Introduction: Activity 1: Activity 2: Activity 3: Conclusion:		PLCS A/H Writing

PDSA Protocol: Plan Do Study Act

Teacher:	Date:
STUDY	
Course Name (one sheet for each course):	Course Avg. of 3 week Common Assessment:
What do we want them to learn?	
Standards and learning targets found in unit plan. Do not recopy	
How will we know when they have learned it?	
Course Performance Analysis _____# students below Proficient (80%) _____# students at or above Proficient (80%) Look for discrepancies between classes.	Test Item Analysis Highlight questions with less than 80% answered correctly. Evaluate the quality of the question to determine validity.
ACT	
How will we respond when they haven't learned it?	
Level I Student Ed Which of our students need additional time and support to master the standards/skills? (List each student and describe how we will provide that time and support.)	Standard Analysis Based on question analysis, what standards/skills will be retaught (All items less than 80%)? How and when will you reteach and reassess these standards/skills?
How will we respond when they have learned it?	
Which of our students need acceleration time and support to ensure continuous growth? (List each student and describe how we will provide that time and support.)	How and when will you provide acceleration on these standards/skills?
Failure List	
List students with a failing cumulative grade of 59% or below. Be prepared to share classroom level strategies employed to improve individual student success.	

- Discussion Leaders will present data using the **PLC checklist** and action steps to address standards not mastered along with strategies to provide immediate support (intervention/acceleration) for students based on data from the three week common assessment.

Our Vision. Our Bridge. Our Journey.

PLC Weekly Planning Period Protocol

PDSA Checklist for Presenters

Materials: Projected or Handouts	DOCUMENTATION
☐ Copy of Assessment	Projected or Handout
☐ Copy of Completed Study/Act protocol	Study/Act completed
☐ Copy of Charts ☐ Item Analysis ☐ Longitudinal Data	What is the data telling you? What is it not telling you? What are areas of celebration?
Presenter's Expectations:	**PLC LEAD**
PLAN ☐ Share the standards covered	Presenter briefly share the standards the unit covers How is the pacing with your colleagues? How did you establish clear direction?
DO ☐ Share how it was taught Academic strategies resources Behavioral strategies resources	Presenter shares high yield strategies employed to engage students. What strategies did you use to engage students in their learning? Data? How did you check for understanding of the learning targets?
STUDY ☐ Share the data from the Study protocol ☐ Share take away from data analysis	Presenter shares data from GradeCam or CIITS What safety nets did you provide your students to ensure they master the standard(s)? During the unit?
ACT ☐ Share the next steps from the ACT protocol ☐ RTI - strategies ☐ Acceleration – strategies ☐ Failures – List students with grade < 59%	Presenter share RTI and acceleration strategies What safety nets are you providing your students after the assessments? Reflecting back on the unit, what if anything would you do differently? Share classroom level strategies employed to improve individual student success.

After Analysis	• Teachers will provide immediate feedback to administration using the Plus/Delta tool to improve the PLC process and address concerns in improving student achievement.
Communication Students	• Teachers will share individual and classroom data to all students. • Teachers will post and chart students' progress toward classroom SMART goals.

Three Week PLC Protocol Checklist

INSTRUCTIONAL UNIT DEVELOPMENT – CIITS Refer to Instructional Unit Checklist			√
WEEK 1 CLEAR DIRECTION	**PLAN**	**Learning Targets – "I can statements" are for student consumption** 1. The Teacher creates daily "I can statements" in student-friendly language. The learning targets are tied to the appropriate standard **(Setting and Communicating Clear Direction).** 2. The teacher develops (EPAS/EOC/KOSSA like) **formative/summative** assessment items ***BEFORE*** the learning process begins. **Performance Based Assessments** 1. The teacher develops performance based assessment along with appropriate standards based rubric to guide students to proficiency ***BEFORE*** the learning process begins.	
WEEK 2 ENGAGEMENT	**DO**	**Instructional activities** 1. **PLC level** - The teacher develops and lists possible key learning processes (high-yield strategies, interventions, and supporting activities). **Classroom level** -Teacher uses this list to engage students in identifying learning processes to ensure all students master the learning target for this lesson **(Engagement).** 2. The teacher posts high-yield strategies, interventions, and supporting activities that teacher and students have agreed "to do" so everyone remembers their role in improving class learning results. **Higher Level Questioning** 1. The teacher develops and lists at least two higher level questions for each instructional day in the unit. **Vocabulary** 2. The teacher identifies/lists the critical vocabulary for the unit of study.	
DATA ANALYSIS PROTOCOL – GradeCam/CIITS			
WEEK 3 CONTINUOUS IMPROVEMENT	**STUDY**	**Process Analysis – classroom level (ongoing)** 1. The teacher uses plus/delta to inform the learning process. What helped us learn? What got in the way of our learning? 2. The teacher charts the results with students. 3. The teacher charts longitudinal data to monitor student/class growth. **Data Analysis – PLC level - GradeCam/CIITS (Complete Data Analysis Protocol)** 1. The teacher/students analyze formative/summative results to inform learning processes.	
	ACT	**Action Plan – Classroom level** 1. The teacher works with students to develop and implement an action plan for the next cycle of learning based on data. **Action Plan – PLC level** 1. The teacher develops a plan to re-teach and provide acceleration for identified students.	

Weekly Class Agenda

Course:	Date:	Unit Title:
Instructor:	Period(s):	Length of Unit:

Standard(s):

Day/Date	Learning Targets	Activities Please include **Literacy Strategy, Cooperative Learning Strategy** and **Formative Assessments.**	Extension/ Re-teaching	Program Review (Refer to Cheat Sheet)
Monday	I can:	Introduction: Activity 1:		PLCS
		Activity 2: Activity 3:		A/H
		Conclusion:		Writing
Tuesday	I can:	Introduction: Activity 1:		PLCS
		Activity 2: Activity 3:		A/H
		Conclusion:		Writing
Wednesday	I can:	Introduction: Activity 1:		PLCS
		Activity 2: Activity 3:		A/H
		Conclusion:		Writing

Thursday	I can:	Introduction: Activity 1: Activity 2: Activity 3: Conclusion:		PLCS A/H Writing
Friday	I can:	Introduction: Activity 1: Activity 2: Activity 3: Conclusion:		PLCS A/H Writing

Common Assessment Data Analysis/Action Plan Protocol for PLCs
Study / Act

Title of Unit:

Teacher:	**Date:**
STUDY	
Course Name (one sheet for each course):	Course Avg. of 3 week Common Assessment:
What do we want them to learn?	
Standards and learning targets found in unit plan. Do not recopy	
How will we know when they have learned it?	
Course Performance Analysis _____# students below Proficient (80%) _____# students at or above Proficient (80%) Look for discrepancies between classes.	**Test Item Analysis** Highlight questions with less than 80% answered correctly. Evaluate the quality of the question to determine validity.
ACT	
How will we respond when they haven't learned it?	
Level I Student RTI **Which of our students need additional time and support to master the standards/skills? (List each student and describe how we will provide that time and support.)**	**Standard Analysis** **Based on question analysis, what standards/skills will be retaught (All items less than 80%)?** **How and when will you reteach and reassess these standards/skills?**
How will we respond when they have learned it?	
Which of our students need acceleration time and support to ensure continuous growth? (List each student and describe how we will provide that time and support.)	**How and when will you provide acceleration on these standards/skills?**
Failure List	
List students with a failing cumulative grade of 59% or below. Be prepared to share classroom level strategies employed to improve individual student success.	

Elements of Effective Classroom Learning Systems What do these systems look like in classrooms?

Learning Targets- Set and communicate clear directions for the class, students, and their families.

- The teacher has deconstructed standards into student friendly language that provides clear direction for what students will learn.
- The teacher has created daily "I can statements" based on deconstructed standards.
- The teacher is aware of the expectation of posting, reading, and referencing short-term learning targets prior to and during the lesson.

Engagement - Authentically engaged in frequent evaluation, improvement of classroom learning processes, and challenging instruction.

- Student – is actively engaged in the learning process
- Teacher – is actively engaged in instruction and monitoring of student's progress

Relevant Instruction

- The teacher **incorporates student experiences, interests and real-life situations in instruction.**
- **Student use of technology**

Rigorous Instruction

- The teacher asks higher order questions.
- The teacher requires students to solve complex and real-world problems, making cross curricular connections .

Bell-to-Bell Instruction

- The teacher engages students upon entering class until end of class.
- The teacher formatively assesses the student's understanding of the daily learning target.

Assessment

- Frequent and varied assessments directly aligned to learning targets.

Effective Classroom Management

- The teacher has developed and practiced clear and effective classroom procedures.
- The teacher has established and models an environment of high expectations and mutual respect for all students.

Learning Targets

- Clear learning targets are posted, communicated to students, and referred to throughout the learning cycle.
- Learning targets are standards based, measurable, and reflect what students will learn not what they will do.

Engagement

- Student – student involvement in the evaluation and improvement of learning processes, providing feedback, taking assessment, relevant questioning, classroom discussion, using technology, group work, etc.
- Teacher – Delivering instruction, monitoring students work, providing feedback, circulating, facilitating instruction (coaching).
- Chunking instructional activities into no more than fifteen minute segments.

Relevant Instruction

- Student use of technology, discussion of assessment and learning processes
- Connections are made to prior learning or interests
- Scaffolding and differentiation of content
- Real-world applications of content

Rigorous Instruction

- The teacher asks higher-order questions.
- Cross curricular connections (Ex. Science makes connections to the application of math)

Bell-to-Bell Instruction

- Bell ringer, entry/admit slip, journal writing, ACT-review, etc. (Students are not lined up at door for lunch or end of class)
- Exit slips to inform instruction

Assessment

- Daily use of formative assessments that are used to inform instruction
  - Pre-tests, diagnostic essays, Entry, Exit Slips, Thumbs Up, use of CPS, etc.
- Rubrics to guide students to mastery of content

Effective Classroom Management

- Procedures are in place for:
  - Entry and Exiting of class
  - Handling Materials
  - Group work
  - Transitions
  - Answering questions

Professional Learning Community Agenda & Minutes

Date:	Time:	Grade/Content/Course:

Collegial Planning Activities (check all that apply)

PLAN
What do we expect our kids to learn?

- ☐ Instructional Unit Development
- ☐ Creating 3 Week Common Assessments
- ☐ Developing Student Friendly Learning Targets
- ☐ Developing Formative Assessments
- ☐ Project-based and Performance Rubrics
- ☐ Other _____

DO
How will we teach it? (High Yield Instructional Strategies)

- ☐ High Yield Instructional Strategies/Activities
- ☐ Collecting and Sharing Instructional Resources
- ☐ Other _____

STUDY
How will we know when they have learned it?

- ☐ Three Week Common Assessment Analysis (CIITS/GradeCam)
- ☐ Analyzing Student Work Samples
- ☐ Plus/Delta
- ☐ Other _____

ACT
How will we respond when they haven't?
How will we respond when they have?

- ☐ Planning For Extended Time and Support
- ☐ Identification of Watch List Kids
- ☐ Differentiated Instruction
- ☐ Independent Projects
- ☐ Re-teaching and Intervention Strategies (RTI)
- ☐ Accelerated Learning/Learning Contracts
- ☐ Other _____

Team Members Present (Signatures)

Minutes/Notes:

Curriculum Status Check (How is our pacing?)

Chair Follow Up: (Resources? Individual Assistance?)

Name of Unit: _____ Length of Unit _____ Date: _____

PLC Weekly Planning Period Protocol

PDSA Checklist for Presenters

Materials: Projected or Handouts	DOCUMENTATION
☐ Copy of Assessment	Projected or Handout
☐ Copy of Completed Study/Act protocol	Study/Act completed
☐ Copy of Charts ☐ Item Analysis ☐ Longitudinal Data	What is the data telling you? What is it not telling you? What are areas of celebration?
Presenter's Expectations:	**PLC LEAD**
PLAN ☐ Share the standards covered	Presenter briefly share the standards the unit covers How is the pacing with your colleagues? How did you establish clear direction?
DO ☐ Share how it was taught Academic strategies resources Behavioral strategies resources	Presenter shares high yield strategies employed to engage students. What strategies did you use to engage students in their learning? Data? How did you check for understanding of the learning targets?
STUDY ☐ Share the data from the Study protocol ☐ Share take away from data analysis	Presenter shares data from GradeCam or CIITS What safety nets did you provide your students to ensure they master the standard(s)? During the unit?
ACT ☐ Share the next steps from the ACT protocol ☐ RTI - strategies ☐ Acceleration – strategies ☐ Failures – List students with grade < 59%	Presenter share RTI and acceleration strategies What safety nets are you providing your students after the assessments? Reflecting back on the unit, what if anything would you do differently? Share classroom level strategies employed to improve individual student success.

Data Analysis Steps

The various steps of the analysis of the data can be summarized as follows –

1. Collect and organize the data.
2. Break down the data for sub groups, which gives quantitative description.
3. Using statistical descriptions of data such as graphs may bring different aspects into view.
4. Examine the data as well as the patterns in the student work to help to improve the evaluation of the findings.
5. Different qualitative, non-statistical, and statistical methods can be used for obtaining additional findings but only as needed.
6. Summarize the findings. During this last step, revisit the data many times to verify, test, or confirm the themes and patterns you have identified.

PLC Tools for Data Analysis

- Data Organizer
- Analysis of Student Work
- Instructional Strategies Brainstorm Form
- Graphing Templates

PLC: GUIDELINES FOR SMARTe GOALS

SMARTe Goal Guidelines:

Determine which building SIP goal your PLC will support. Write a SMARTe goal for your PLC for 10-11 (see template). SMARTe goals should be attainable, yet a stretch from what is currently occurring. SMARTe goals should be driven by a data study of trends in student achievement. SMARTe goals must focus on measurable student achievement, and be aligned to a building SIP goal.

SMARTe goals help educators on improving student achievement. A SMARTe goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard.

A *SMARTe* goal is:

Strategic and Specific – Linked to building SIP goals. Focuses on specific student learning. Answers the question – Who and What?

Measurable – The success toward meeting the goals can be measured in student achievement. It answers the question – How?

Attainable – Goal can be achieved in a specific amount of time, with increased teacher effectiveness. It should be a stretch from current achievement data. Now that Parkrose teachers have been creating and evaluating SMARTe goals, we are asking that teachers shift from identifying percentage gains to trend data. (See example for details).

Results Oriented / Relevant / Rigorous – The goals are aligned with a building SIP goal, power standards, and focus on increased student achievement in one defined area.

Time Bound – Goals have a clearly defined time-frame including a target date. It answers the question – When?

Everyone - The goals touch every student and expect every student to show measurable growth in student learning.

SMARTe Goal Statement: Percentage of [student group] scoring proficient and higher in [content area] will increase from [current reality %] to [goal %] by the end of [month or quarter] as measured by [assessment tool] administered on [specific date – two consecutive day].

Example: Percentage of grade 6 students scoring proficient and higher in writing will increase from 13% to 58% by October 30 as measured by a teacher-created writing prompt assessment administered on October 30 or 31.

SMARTe Goal #1: Percentage of _____ scoring at proficiency or higher in _____ will increase from _____% to _____% by the end of _____ as measured by _____ administer_____.

Examples:

Not a SMARTe goal:

- **Students will improve their writing skills in English 10.**

  Does not identify a measurement or time frame. The "trend" is not measurable.

- **Fifth grade students will improve mathematical modeling in algebraic relationships as measured by fifth grade common formative assessments.**

  Does not identify time frame or the quantifiable numbers for improvement. What is the trend?

- **As measured by the 8th grade common formative assessment for writing organization, 8th grade students will improve their organization by 50% during the 2009-2010 school year.**

  Does not identify the trend data or proficiency level.

SMARTe goal:

- **The percentage of English 9 students scoring a 3 or better on the state writing standards rubric will increase from 46% to 66% by the end of second term of the 2009- 2010 school year.**
- **During the 2010-2011 school year, all 4th grade students will improve their math calculation skills as measured by at least a 1.0 year gain in state grade equivalent growth (RIT) from the 2008-09 to the 2009-10 OAKS math test.**
- **As measured by the "Six Analytical Writing Traits Writing Assessment," all 7th students below the 3.0 writing standard in conventions will make continuous growth until they reach the 3.0 level during the 2009-2010 school year. All others will increase to at least 3.5 level or better.**
- **During the 2010-2011 school year, non-proficient (based on RIT scores) 10th grade students in the ELL subgroup group (as indicated by the eSIS 2008-09 state assessment report for PHS) will increase by 25% as measured by the OAKS math algebraic relationships subtest strand.**

SMARTe Goal Example:

The percentage of time that we as teachers pre-teach vocabulary before units and lessons will increase from 50% to 90% by December 10th as measured by documentation in our planning books and a survey administrated on December 15th.

PLC: POWER STANDARDS

PLC Power Standards Worksheet

Date:

School: Parkrose School	Subject Area: Math
Team: SAMPLE	

FOR THE YEAR – Identify 8 – 10 Power Standards

#	Power Standard	Rationale
1	Math, Number and Operations, Extend the Counting Sequence	
2		
3		
4		
5		
6		
7		
8		
9		
10		

SAMPLE

FLEMING COUNTY SCHOOLS

DISTRICT-WIDE ASSESSMENT FRAMEWORK

2014-15

Where kids are first and learning never ends!

District Core Beliefs and Values

Fleming County Schools is focused on a set of values and beliefs that all stakeholders of the school district (parents, students, teachers, and staff) will follow in order to commit to a learning environment that supports the positive academic and behavioral growth of all students.

District Mission Statement

The mission of Fleming County Schools is to unite with family and community to provide an equitable, high quality education that meets the needs of each student in a caring and safe learning environment, which will ensure that students become successful throughout life.

District Vision

The Fleming County School District vision is to become a "District of Distinction".

District Beliefs

We Believe Education Is: The foundation for a successful and rewarding life

We Believe Schools: Provide a safe and conducive learning environment, focused on teaching and learning

We Believe Students: Are the future and deserve an effective education in order to change the world

We Believe Teachers: Are committed to preparing students who are competitive in the 21st century global economy

We Believe Parents: Are active participants in the teaching and learning process

We Believe Staff: Are critical stakeholders in the teaching and learning process

We Believe Administrators: Are servant leaders who empower and unite all stakeholders in the teaching and learning process

We Believe The Community: Is supportive partners in the teaching and learning process

Framework for Student Assessment

The purpose of the Fleming County School District Assessment Plan is to provide a framework for the alignment of the standards, the curriculum, and the testing system. Improving the quality and effectiveness of teaching and learning within the district is the ultimate goal. Having an organized assessment system that is aligned to Kentucky Core Academic Standards and provides information to parents, administrators, teachers, and students for the purpose of improving student achievement makes this goal reachable.

The goals of the assessment plan are to:

- Provide information that helps teachers plan instruction to effectively meet the needs of individual students.
- Assist parents in understanding their child's achievement of academic standards.
- Establish goals for professional development.
- Provide information to assist school and district leaders in evaluating curriculum.
- Provide information to administrators for evaluating progress in improving student achievement.

Roles and Responsibilities

All district staff members are responsible for ensuring that students are provided a rigorous curriculum and demonstrate achievement at high levels.

Board of Education

The Fleming County Board of Education will:

- Adopt goals that provide a well-balanced curriculum resulting in high student achievement.
- Establish polices to direct and support the ongoing district assessment system.
- Adopt a budget that provides for the development, implementation, training, and evaluation of the curriculum.

Superintendent

The Superintendent will:

- Implement board policies related to assessment.
- Regularly report to the Board concerning state, district, and school assessments.
- Oversee the work of district staff in accomplishing their responsibilities related to assessment.

District Senior Leadership Team

The District Senior Leadership Team will:

- Ensure that a master long-range plan is in place for student assessment.
- Regularly report state, district, and school assessment results to the board.
- Provide leadership and structure to ensure that the district assessment plan is implemented.
- Support schools in the assessment process.
- Provide support for analysis and interpretation of assessment data.
- Monitor schools to ensure assessment procedures are being followed.
- Work with school and district teams to review and interpret assessment data, set goals, and plan for continuous improvement.

Principals

School Principals will:

- Develop a working knowledge of the district assessment system.
- Monitor the school to ensure assessment procedures are being followed.
- Work with school teams to review and interpret assessment data, set goals, and plan for continuous improvement.
- Update school improvement plans (CSIP) to support the district assessment goals.

District/School Assessment Coordinators

District Assessment Coordinator (DAC) & Building Assessment Coordinators (BACs) will:

- Provide/Facilitate specific assessment and administration code training annually.
- Facilitate state and district testing.
- Work with district/school teams to review and interpret assessment data, set goals, and plan for continuous improvement.
- Monitor schools to ensure assessment procedures are being followed.

Teachers

Teachers will:

- Assess student learning with a variety of classroom, district, and state assessments.
- Use assessment data to drive instructional decisions.
- Involve students in the learning and assessing process.
- Report assessment results to parents.
- Participate in district and school assessment training annually.

Students

Students will:

- Be an active partner in the learning and assessment process.
- Adhere to state and district assessment regulations.

Parents

Parents will:

- Be valued partners in the learning and assessment process.

The district recognizes that utilizing data to make needed changes is an ongoing process. The District Senior Leadership Team meets with school leadership as needed to review test scores and participate in data analysis. Principals, counselors, program managers, and teachers use this information to make adjustments in curriculum, lesson planning, instructional strategies, and budgets. Determining future staff development needs is also considered during this process.

Assessment and Curriculum

Effective disaggregation and use of student achievement data is critical to assessing student mastery of the prescribed standards. Data-driven instruction occurs when assessment data is used to guide instructional decisions at the student, classroom, grade, school, and district levels. The assessed curriculum should:

- Measure student progress.
- Guide teachers' instruction at appropriate levels of depth and complexity.
- Pre-assess students' learning levels for diagnostic purposes.
- Focus/narrow instruction by teaching to standards that have not been mastered.
- Vary the instructional time, setting, and/or presentation for re-teaching and enrichment/extension opportunities based on student achievement data.
- Allow students to work with teachers to set learning goals for themselves and the classroom.
- Guide district and school improvement of curriculum alignment and program decisions.
- Identify general achievement trends of various student groups.
- Communicate progress to parents, school board, and community.

The assessed curriculum should include the following components:

- On-going classroom level assessment of student learning in a variety of formats.

- A variety of tools to assess students, resources, and curriculum.
- Adequate practice and assessment in the testing format (context) of required state assessments.
- A district-wide information management system that provides timely, efficient assessment feedback to students, teachers, and administrators.

Types of Assessments

Fleming County Schools currently uses data from norm-referenced tests, statewide criterion-referenced tests, and commercially and locally designed benchmark assessments in order to measure student learning. Formative and summative assessments are used to evaluate student progress toward mastery of the Kentucky Core Academic Standards. Student assessment must provide for the acquisition, analysis, and communication of student achievement data to:

- Guide teachers' instruction at appropriate levels of depth and challenge.
- Guide students' learning.
- Guide district/school improvement of curriculum alignment and program decisions.
- Communicate progress to parents to support learning at home.

The district data from formative and summative assessments will be monitored in order to evaluate overall effectiveness and student achievement results. This will be achieved through the development and use of assessment items that are aligned to the Kentucky Core Academic Standards and the district curriculum.

The table below provides an overview of the district assessment program.

Fleming County Schools Student Assessment Program Overview				
Norm-Referenced	**State Testing**	**District Testing**	**Program Testing**	**Classroom Testing**
EXPLORE PLAN ACT PSAT ASVAB MAP NAEP	KPREP Alternate KPREP EXPLORE PLAN ACT EOC ACCESS KOSSA WorkKeys	Benchmarks MAP	Gifted/Talented ELL Special Education AP	Pre-Assessment Lesson Unit Final Exams

Assessment Strategies

Effective use of student achievement data is critical to achieving the district's vision: becoming a District of Distinction. Data-driven instruction occurs when student are regularly assessed for mastery of the standards and the assessment data is used to guide instructional decisions at the student, school, and district levels. Diverse assessment strategies utilized include the following:

- Using pre-assessments to determine learning levels for diagnostic purposes.
- Focusing instruction by teaching to standards not mastered and differentiating curriculum and process to address individual needs.
- Using flexible grouping and re-grouping of students within the classroom based upon student achievement data.
- Varying instructional time, setting, and/or presentation for re-teaching and enrichment/extension opportunities based on achievement data.
- Communicating information about student achievement to parents in a timely, understandable fashion.
- Offering opportunities for students to accelerate through the curriculum requirements.
- Using special programs and structures to provide needed interventions and assistance who have not demonstrated mastery.
- Using data to identify general achievement trends across the district for the purpose of curriculum and instructional improvements.
- Developing improvement plans at the district, school, and classroom levels.
- Evaluating and improving instructional programs based on student achievement data and other relevant data.

Relationship Between District, State, and National Assessments

Statewide/national tests are administered according to the timeline provided by the state or national organization to students in specific grade levels and in particular content areas or programs. The purpose of the statewide or national assessments is to provide feedback and accountability for learning at the end of a grade or course. Assessment results are used to conduct effective needs assessments at the district and school levels to guide instructional decisions and refine teaching practices to best meet the needs of the students of Fleming County. Additionally, nationally-normed assessments are used to analyze how students are doing compared with other students throughout the nation.

Fleming County Schools administers local benchmark assessments that are aligned in content and context with the state assessments. The purpose of the district benchmark assessments is to provide feedback to students, teachers, and parents during the learning process. In addition,

the district also uses Measures of Academic Progress (MAP), a nationally-normed assessment, for comparison and diagnostic purposes.

Assessment Data Used to Determine Curriculum Effectiveness

Assessment data from state level testing is analyzed at the end of each testing cycle to determine if the curriculum needs to be adjusted in any way. Areas of curriculum need are determined by analyzing the results and identifying patterns or trends of low scores. In other areas or grade levels in which state testing are not available, other assessment data such as district benchmark or MAP results form the data base for curriculum review.

Assessment Tools

**** Insert Special Education assessments – ask Melissa**

Assessment Instrument	Current Data Use	Communication
Assessing Comprehension and Communication in English State-to-State (ACCESS)	To evaluate reading, listening, and speaking skills of English Language Learners and to determine level of services	Results are shared with parents, teachers, administrators
ACT	College Entrance Exam College/Career Readiness Measure Student Growth Measure	Students and parents receive a copy of the report; results are shared with counselors, administration, and the Board of Education
Advanced Placement	Award of College Credit Evaluation of AP Courses	
ASVAB	Assist counselors and students discover where a student's basic aptitude lies College/Career Readiness Measure	Students and parents receive a copy of the report
Brigance	Kindergarten Readiness Screening	
COMPASS	College/Career Readiness Measure	
EXPLORE	Entry level assessment for EPAS program College/Career Readiness Measure	Results are shared with students and parents. One copy of the report is given to the parent
Industry Certificates	College/Career Readiness Measure	

KOSSA	College/Career Readiness Measure	
KPREP/Alternate KPREP	To evaluate knowledge and skills for content/grade level	
KYOTE	College/Career Readiness Measure	
Local Benchmarks	To evaluate knowledge and skills for content/grade level; to identify skill deficiencies and to adjust instruction	
MAP	To evaluate knowledge and skills for content/grade level To inform curriculum and instruction improvements	Parents receive a copy of the student report; District and individual teacher reports are shared with administration, counselors, and classroom teachers, and Board of Education
NAEP	Scores not reported for individual students Compare student achievement within state and among states	
OLSAT	To identify cognitive ability of students One measure for admission to G/T program	
PLAN	To predict success on the ACT	Results are shared with the students and parents; Parents receive a copy of the state report
PSAT	To predict success on the SAT	
Quality Core EOC	To evaluate knowledge and skills for content/grade level	Parents receive a copy of the state report; District and individual teacher reports are shared with administration and the classroom teacher; Results are shared with the Board of Education
RAVEN	To identify cognitive ability of students	

	One measure for admission to G/T program	
Trimester Final Exams	To evaluate knowledge and skills for course	
WorkKeys	Job skills assessment which measures real-world skills in applied mathematics, reading for information and locating information	

Benchmark Assessments

Benchmark assessments are tests administered throughout the school year and throughout the district that give teachers immediate feedback on how students are meeting academic standards. Regular use of benchmark assessments is seen as a tool to measure student growth and design curriculum and instruction to meet individual learning needs.

District-wide benchmark assessments are a supplement to classroom assessments and provide consistency across classrooms and grade levels. Benchmark assessments commonly use standardized administration and scoring procedures to help maintain validity, reliability, and fairness. The Fleming County School District will choose the benchmark assessment/system they will use and maintain consistency across the district. Currently in use is the Case21 Benchmark system (Durham, NC), testing English/Language Arts and Mathematics. The district is currently building benchmarks for use in other content areas.

Budget Implications

The district budget process ensures that district goals and priorities are met and that decisions related to the reduction or increase in funding levels will be aligned with curriculum, instruction, and assessment needs. Budgeting decisions will reflect priorities identified in the school/district improvement planning process.

Assessment Training

It is a priority for Fleming County Schools to use regular and systematic procedures for assessing the effectiveness of curriculum and instruction. The district provides assessment training throughout the school year on various topics including the following:

- Administration Code for Kentucky's Educational Assessment Programs (703 KAR 5:080)
- Inclusion of Special Populations in the State-Required Assessment and Accountability Programs (703 KAR 5:070)

- EPAS (EXPLORE, PLAN, ACT)
- Alternate KPREP (online)
- ACCESS (online)
- KPREP
- EOC
- Benchmark

District Assessment Calendar

The district assessment calendar is a collaboration between the district and individual schools. School leadership has input on the district and school testing dates and are asked to submit individual school assessment calendars for approval prior to implementation. The Office of Assessment and Accountability (OAA) and the Kentucky legislature determine the dates for the state assessments.

Fleming County Schools Assessment Calendar

Month	Assessment	Grade
August/September	Measures of Academic Progress (MAP)	K-12
	Otis-Lennon School Ability Test (OLSAT)	4
September	EXPLORE / PLAN	8/10
	ACT (National Test)	
	PSAT	9-11
	ASVAB	11-12
October	FCS Benchmark #1	1-12
	End of Trimester Finals	9-12
November/December	Alternate KPREP	3-12
December	ACT (National Test)	
January	FCS Benchmark #2	K-12
	ACCESS	K-12
	End of Trimester Finals	9-12
	NAEP (if selected)	
	Measures of Academic Progress (MAP)	K-12
March	ACT	11
	FCS Benchmark #3	K-12

April/May	Alternate KPREP	3-12
	Coloured RAVEN	K
	Standard RAVEN	3
May	KPREP	3-8/11-12
	EOC	10-12
	Advanced Placement (AP)	9-12
	End of Trimester Finals	9-12
	Measures of Academic Progress (MAP)	K-12

Process / System - Collection
Disaggregation
Use of data - Curr
Instr

Monitor ~~or~~ how we
implement changes —
Quality Control

School Level — Assessments
in addition

Final Exams —
Ensure Quality

Appendix

ALTERNATE K-PREP 2014-2015 CALENDAR

DATE:	EVENT:
August 18	Alternate Assessment Overview and Attainment Tasks Combined Training Released
September 15	Transition Attainment Record (TAR) Training Begins
September 15	TAR Administration Begins
October 17	Overview and Attainment Tasks Combined Training Closes
October 20	Materials ship for Test Window 1
November 3	Test Window 1 officially opens
November 3	Student Registration Database (SRD Opens for score entry Window 1, Learner Characteristics Inventory (LCI) and TAR)
December 12	Test Window 1 officially closes
December 19	Last day to enter scores in SRD for Test Window 1 (TAR and LCI will remain open)
April 6	Materials ship for Test Window 2
April 20	Test Window 2 officially opens
April 20	Student Registration Database (SRD Opens for score entry)
May 29	Test Window 2 officially closes (last day to administer tasks)
May 29	TAR Administration Ends
June 5	Last day to enter scores in SRD (Test Window 2, TAR and LCI)

NOTE: Some dates may change due to situations beyond the control of KDE.

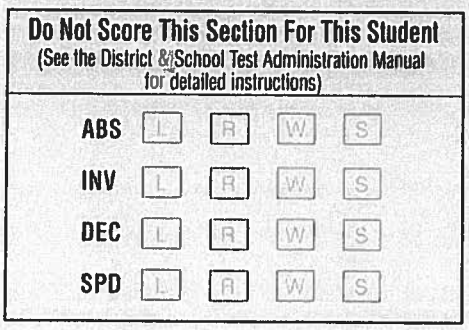
Testing Schedule for **Kentucky**
2014 – 2015 Academic Year

Task	Start Date	End Date
Test Window	01/01/15	02/13/15
Additional Materials Deadline		01/30/15
Districts Pack Completed Material	02/13/15	02/19/15
Districts Ship Completed Material to MT		02/19/15
All Materials Received at MT		02/23/15
Data Validation Window	03/24/15	04/03/15
Reports Shipped to Districts	04/20/15	04/22/15

Special Instructions for Bubbling Demographic Information:

If you have an ACCESS pre-id label, bubble in the following on the test booklet:

- Do Not Score This Section For This Student: Only as it applies to the LEP student: Absent, Invalid, Declined and Deferred Special Education



If you do not have an ACCESS pre-id label or have an incorrect label, bubble in the following on the test booklet:

- Bubble in all the information on the test booklet

AdvancED®

Self Assessment Workbook for School Systems

CONCEPT MAPS

AdvancED™

Introduction and Instructions

The Self Assessment is a critical component of the AdvancED accreditation process. The AdvancED Self Assessment (SA) is designed to serve as a valuable tool that will assist school systems in reflecting upon their effectiveness as well as prepare them for an External Review. The Self Assessment is based on the five AdvancED Standards for Quality, which serve as the foundation of the AdvancED accreditation process. In order to earn and maintain accreditation, school systems must meet the five AdvancED Standards for Quality, engage in a process of continuous improvement and host an External Review at least once every five years.

The SA has been designed to engage the school system community in an in-depth evaluation of each of the five AdvancED Standards for Quality by creating a set of questions and rubrics that enable a school system to most accurately describe its continuous improvement progress. In completing the report, a school system identifies the evidence, data, information and documented results that validate that it is meeting each Standard. This Self Assessment helps a school system identify areas of strength and opportunities for improvement by reflecting upon questions posed in the indicators and rating themselves on a 4-level rubric scale.

The SA also serves as the primary resource for the External Review team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

Definition of the Standard, Indicators and Performance Levels

The five AdvancED Standards for Quality are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for school systems to achieve quality student performance results and organizational effectiveness.

The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the indicators provide a comprehensive picture of each Standard.

Each indicator provides four performance levels that describe varying degrees to which a school system is able to verify its assessment of the question. Use the performance levels as an opportunity to ask your stakeholders challenging questions and respond with accurate answers geared toward improvement of your school system. After choosing performance levels for each indicator, you can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

Supporting Evidence

The suggested supporting evidence section is designed as a starting point for school system staff to think about the practices and/or processes being implemented and to identify evidence that will support its responses to the focus questions and rubrics. This section helps school system stakeholders engage in a discussion about how the school system knows it is adhering to the Standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

Standard Narrative

For each Standard, there is a narrative section that allows you to expand on your thinking about the selection of performance levels. Responding to the guiding questions listed in the instructions will help you construct a meaningful narrative for your school system and the External Review team.

Directions for Completing the Report and Use of This Document

You and your colleagues should complete the Self Assessment six weeks to six months prior to hosting an External Review. We strongly recommend that a wide and broad cross-section of the school system community participate in completing this report. You will submit the completed report online to AdvancED so that it may be used by the External Review team as well as for a school system's continuous improvement efforts.

It is impractical to consider completing this workbook in one session. To accurately evaluate all AdvancED Standards for Quality and indicators may take multiple meetings over a period of days or weeks leading up to the External Review. Allowing more time and ensuring participation by all stakeholder groups will yield the most accurate Self Assessment.

This workbook includes indicators and performance levels for all five AdvancED Standards for Quality. However, in this workbook, statements concerning individual concepts contained in the performance levels have been grouped or "unpacked" to help you complete a more in-depth and accurate evaluation of each indicator. A workbook similar to this one is used by the External Review team.

To use this document most effectively, consider using the following steps:

1. Assign a group of stakeholders to evaluate each Standard.
2. Review the Standard statement.
3. Review each indicator by:
    a. Reviewing the indicator statement.
    b. Studying each concept under the indicator to determine which statement best describes your school system.
    c. Selecting sources of evidence that already exist.
    d. Recording comments related to the indicator or concept statements from stakeholders. Pay special attention to level 4 and level 1 statements.
4. Determine an "overall" rating for the indicator. AdvancED does not prescribe how you are to arrive at this rating. You may wish to compute some type of arithmetic average based on the level of the statements you have selected. Another method you may choose is to have the stakeholders examine the selected concept statements and the evidence holistically and make a determination based on the preponderance of scores and evidence. Whatever method you choose, make sure that workgroups for all Standards use one method consistently.

5. After all indicators have been reviewed, reflect upon the comments from stakeholders concerning each indicator and respond to the prompts to create a "Standard narrative."

Important Note:
If you use this document as a working draft of your report, please note that when you copy and paste content from this document to the web-based Self Assessment in ASSIST, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.

Standard 1: Purpose and Direction

Standard: **The system maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.**

1.1	The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4 The process for review, revision and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained.	
	3 The system's process for review, revision and communication of the purpose statement is documented.	
	2 The system has a process for review, revision and communication of its purpose.	
	1 No process to review, revise or communicate a system purpose exists.	
	4 The process is formalized and implemented with fidelity on a regular schedule.	
	3 The process is formalized and implemented on a regular schedule.	
	2 The process has been implemented.	
	4 The process includes participation by representatives selected at random from all stakeholder groups.	
	3 The process includes participation by representatives from all stakeholder groups.	
	2 The process includes participation by representatives from stakeholder groups.	
	1 Stakeholders are rarely asked for input regarding the purpose of the system.	
	4 The purpose statement clearly focuses on student success.	
	3 The purpose statement focuses on student success.	
	2 The purpose statement focuses primarily on student success.	
Possible Evidence		
	System purpose statements - past and present	
	Copy of strategic plan referencing the system purpose and direction and its effectiveness	
	Written System External Review procedures and documents that monitor its schools' adherence to the system purpose and direction	
	Minutes from meetings related to development of the system's purpose and direction	
	Documentation or description of the process for creating the system's purpose including the role of stakeholders	
	Communication plan to stakeholders regarding the system's purpose	
	Examples of communications to stakeholders about the system's purpose (i.e. website, newsletters, annual report, student handbook)	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
1.2	The system ensures that each school engages in a systematic, inclusive and	**Score**

	comprehensive process to review, revise and communicate a school purpose for student success.		
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive and comprehensive process for review, revision and communication of a purpose for student success.	
	3	System policies and procedures outline the expectations for schools regarding a systematic, inclusive and comprehensive process for review, revision and communication of a purpose for student success.	
	2	System policies and procedures outline the expectations for schools regarding a process for review, revision and communication of a purpose for student success.	
	1	System policies outline the expectations for schools regarding a process for review, revision and communication of a purpose for student success.	
	4	System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.	
	3	System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	
	2	System personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel.	
	1	System personnel occasionally monitor each school and sometimes provide feedback concerning the process to school personnel.	
Possible Evidence			
	Examples of school purpose statements if different from the system purpose statement		
	Written System External Review procedures and documents that monitor schools' adherence to the system purpose and direction and that of the school		
	Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements		
	Examples of written stakeholder communications or marketing materials that portray the school purpose and direction		
	Survey results		
Comments [Explain why you selected these statements, especially 4s and 1s]			
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.		**Score**
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making.	
	3	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making.	
	2	Commitment to shared values and beliefs about teaching and learning is	

		sometimes evident in documentation.
	1	Minimal or no evidence exists that indicates the culture of the system is based on shared values and beliefs about teaching and learning.
	4	This commitment is always reflected in communication among leaders and staff.
	3	This commitment is regularly reflected in communication among leaders and staff.
	2	This commitment is sometimes reflected in communication among leaders and most staff.
	4	Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success.
	3	Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success.
	2	Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking and life skills.
	1	Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking and life skills necessary for success.
	4	Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	3	Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	2	Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	1	Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	4	System leadership and staff hold one another accountable to high expectations for professional practice.
	3	System leadership and staff share high expectations for professional practice.
	2	System leadership maintains high expectations for professional practice.
	1	Little or no commitment to high expectations for professional practice is evident.

Possible Evidence	
	Statements of shared values and beliefs about teaching and learning
	Statements or documents about ethical and professional practices
	Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences
	System External Review plans that document two-way communication on system and school effectiveness and learning, thinking and life skills
	Examples of schools' continuous improvement plans
	The system strategic plan

	Professional development plans and implementation timelines on topics related to equity, organizational effectiveness and improved instruction and programs	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	**Score**
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.
	3	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.
	2	Most leaders throughout the system implement a continuous improvement process for improving student learning and the conditions that support learning.
	1	A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively
	4	All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the system's purpose and direction.
	3	All stakeholder groups are engaged in the process.
	2	Some stakeholder groups are engaged in the process.
	4	Personnel systematically maintain, use and communicate a profile with current and comprehensive data on student, school and system performance.
	3	Personnel maintain a profile with current and comprehensive data on student, school and system performance.
	2	School personnel maintain a profile with data on student, school and system performance.
	4	The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose.
	3	The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose.
	2	The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the system's purpose.
	1	The profile is rarely updated or used by personnel and contains little or no useful data.
	4	All improvement goals have measurable performance targets.
	3	Improvement goals have measurable performance targets.
	4	The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals.

	3	The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals.
	2	The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals.
	1	Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies.
	4	System personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies.
	3	Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies.
	2	Most interventions and strategies are implemented with fidelity.
	1	Few or no interventions and strategies are implemented with fidelity.
	4	The process is reviewed and evaluated regularly.
	3	The process is reviewed and evaluated.
	4	Documentation that the process is implemented with fidelity and yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.
	3	Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.
	2	Some documentation that the process yields improved student achievement and conditions that support student learning is available.
	1	Documentation linking the process to improved student achievement and conditions that support student learning is unclear or non-existent.

Possible Evidence	
	Agenda, minutes from continuous improvement planning meetings
	Communication plan and artifacts that show two-way communication to staff and stakeholders
	System External Review plans that document two-way communication on system and school effectiveness and learning, thinking and life skills
	The system data profile
	Examples of schools continuous improvement plans
	The system strategic plan
	Professional development plans and implementation timelines on topics related to equity, organizational effectiveness and improved instruction and programs
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

Standard 1 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [look for indicator scores of 4 or 3] What were areas in need of improvement [look for indicator

scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 2: Governance and Leadership

Standard: **The system operates under governance and leadership that promote and support student performance and system effectiveness.**

2.1		The governing body establishes policies and support practices that ensure effective administration of the system and its schools.	Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools.	
	3	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools.	
	2	Policies and practices generally support the system's purpose and direction and the effective operation of the system and its schools.	
	1	Little connection exists between policies and practices of the governing board and the purpose, direction and effective operation of the system and its schools.	
	4	Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students.	
	3	Policies and practices promote conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students.	
	2	Most policies and practices promote conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students.	
	1	Policies and practices seldom or never address conditions that support student learning, effective instruction or assessment that produce equitable and challenging learning experiences for students.	
	4	There are policies and practices requiring and giving direction for professional growth of all staff.	
	3	There are policies and practices regarding professional growth of all staff.	
	2	There are policies and practices regarding professional growth of staff.	
	1	There are few or no policies and practices regarding professional growth of staff.	
	4	Policies and practices provide clear requirements, direction for and oversight of fiscal management at all levels of the system.	
	3	Policies and practices provide requirements, direction for and oversight of fiscal management at all levels of the system.	
	2	Policies and practices provide requirements and oversight of fiscal management.	
	1	Policies provide requirements of fiscal management.	

Possible Evidence	
	Governing body policies, procedures and practices
	System operations manuals
	Professional development plans

	School handbooks
	Staff handbooks
	Student handbooks
	Communications to stakeholder about policy revisions
Comments [Explain why you selected these statements, especially 4s and 1s]	

2.2	The governing body operates responsibly and functions effectively.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest.
	3	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest.
	2	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest.
	1	The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical and in accordance with defined roles and responsibilities.
	4	Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility.
	3	Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members.
	2	Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members.
	1	Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members.
	4	Members comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.
	3	The governing body complies with all policies, procedures, laws and regulations, and functions as a cohesive unit.
	2	The governing body complies with all policies, procedures, laws and regulations.
	1	Evidence indicates the governing body does not always comply with policies, procedures, laws and regulations.

Possible Evidence	
	Governing authority policies on roles and responsibilities, conflict of interest
	Governing code of ethics

	Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest
	Governing authority minutes relating to training
	Governing authority training plan
	Assurances, certifications
	Proof of legal counsel
	List of assigned staff for compliance
	Historical compliance data
	Findings of internal and external reviews of compliance with laws, regulations and policies

Comments [Explain why you selected these statements, especially 4s and 1s]

2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]

	4	**The governing body consistently protects, supports and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools.**
	3	**The governing body protects, supports and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools.**
	2	**The governing body generally protects, supports and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools.**
	1	**The governing body rarely or never protects, supports and respects the autonomy of system or school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools.**
	4	The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.
	3	The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.
	2	The governing body usually maintains a distinction between its roles and responsibilities and those of system and school leadership.
	1	The governing body does not distinguish between its roles and responsibilities and those of system or school leadership or frequently usurps the autonomy of system or school leadership.

Possible Evidence

	System strategic plan
	Examples of school improvement plans
	Agendas and minutes of meetings
	Roles and responsibilities of system leadership
	Roles and responsibilities of school leadership
	Maintenance of consistent academic oversight, planning and resource allocation

	Survey results regarding functions of the governing authority and operations of the system
	Stakeholder input and feedback
	Social media
	Communications regarding governing authority actions
Comments [Explain why you selected these statements, especially 4s and 1s]	

2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Leaders and staff throughout the system deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose.
	3	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose.
	2	Most leaders and staff within the system make some decisions and take some actions toward continuous improvement.
	1	Decisions and actions seldom or never support continuous improvement.
	4	They encourage, support and expect all personnel to maintain high Standards and to hold students to high Standards in all courses of study.
	3	They expect all personnel to maintain high Standards and to hold students to high Standards in all courses of study.
	2	They expect all personnel and students to be held to Standards.
	1	Leaders may or may not expect personnel to maintain Standards or for students to learn.
	4	All stakeholders are collectively accountable for maintaining and improving conditions that support student learning.
	3	All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning.
	2	Leaders and staff express a desire for collective accountability for maintaining the conditions that support student learning.
	1	There is little or no evidence of or desire for collective accountability for student learning.
	4	Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth.
	3	Leaders throughout the system support innovation, collaboration, shared leadership and professional growth.
	2	Leaders sometimes support innovation, collaboration, shared leadership and professional growth.
	1	Leaders seldom or never support innovation, collaboration, shared leadership and professional growth.
	4	The culture is characterized by collaboration and a sense of community among all stakeholders.
	3	The culture is characterized by collaboration and a sense of community.

	2	The culture is characterized by a minimal degree of collaboration and limited sense of community.
	1	The culture is characterized by a minimal degree of collaboration and little or no sense of community.

Possible Evidence	
	Examples of collaboration and shared leadership
	Examples of decisions aligned with the system's purpose and direction
	Examples of decisions aligned with the system's strategic plan
	Examples of decisions aligned with the school's purpose statement
	Examples of decisions in support of the schools' continuous improvement plans
	Examples of improvement efforts and innovations in the educational programs
	Professional development offerings and plans
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts and provide and support meaningful leadership roles for stakeholders.
	3	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts and provide and support meaningful leadership roles for stakeholders.
	2	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders.
	1	Leaders rarely or never communicate with stakeholder groups. Little or no work on system or school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership.
	4	System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the system and its schools; a strong sense of community; and ownership.
	3	System and school leaders' efforts result in measurable, active stakeholder participation; engagement in the system and its schools; a sense of community; and ownership.
	2	System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.

	1	System and school leaders' efforts result in limited or no stakeholder participation and engagement in the system or its schools.

Possible Evidence	
	Survey responses
	Copies of surveys or screen shots from online surveys
	Communication plan
	Minutes from meetings with stakeholders
	Involvement of stakeholders in a school improvement plan
	Involvement of stakeholders in system strategic plan
	Examples of stakeholder input or feedback resulting in system action

Comments [Explain why you selected these statements, especially 4s and 1s]

2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success.
	3	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success.
	2	The criteria and processes of supervision and evaluation include references to system-wide professional practices and student success.
	1	The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success.
	4	Supervision and evaluation processes are consistently and regularly implemented.
	3	Supervision and evaluation processes are regularly implemented.
	2	Supervision and evaluation processes are implemented at minimal levels.
	1	Supervision and evaluation processes are randomly implemented if at all.
	4	The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning.
	3	The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.
	2	The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.
	1	Results of the supervision and evaluation processes, if any, are used rarely or never.

Possible Evidence	
	Policies on supervision and evaluation
	Brief description of supervision and evaluation process
	Supervision and evaluation documents with criteria for improving professional practice
	Representative supervision and evaluation reports
	Examples of professional development offerings and plans tied specifically to the results

	from supervision and evaluation
Comments [Explain why you selected these statements, especially 4s and 1s]	

Standard 2 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 3: Teaching and Assessing for Learning

Standard: **The system's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.**

3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4 Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the system's and school's purpose.	
	3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.	
	2 Curriculum and learning experiences in each course/class provide most students across the system with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.	
	1 Curriculum and learning experiences in each course/class across the system provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.	
	4 Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level.	
	3 There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level.	
	2 There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level.	
	1 There is no evidence to indicate how successful students will be at the next level.	
	4 Like courses/classes have the same high learning expectations across the system.	
	3 Like courses/classes have equivalent learning expectations across the system.	
	2 Most like courses/classes have equivalent learning expectations.	
	1 Like courses/classes in different schools or even within a school do not always have the same learning expectations.	
	4 Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.	
	3 Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	
	2 Some individualized learning activities for each student are evident randomly or in some but not all schools.	
	1 Few or no individualized learning activities for students are evident in any schools across the system.	
Possible Evidence		

	Descriptions of instructional techniques
	Enrollment patterns for various courses and programs
	Graduate follow-up surveys
	Survey responses from program leaders receiving students from previous programs, schools or grade-levels
	Course or program descriptions
	Course, program or school schedules
	Learning expectations for different courses and programs
	Student work across courses or programs
	Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices
	Posted learning objectives
	Lesson plans
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.2	Curriculum, instruction and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]

	4	**Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose.**
	3	**Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose.**
	2	**System personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose.**
	1	**System personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the goals for achievement and instruction and statements of purpose.**
	4	There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised at the system or school level.
	3	There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised at the system or school level.
	2	A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised at the system or school level.
	1	No process exists to ensure alignment when curriculum, instruction and/or

		assessments are reviewed or revised.
	4	The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction and assessment.
	3	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction and assessment.
	2	There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system's purpose in curriculum, instruction and assessment.
	1	There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the system's purpose in curriculum, instruction and assessment.

Possible Evidence	
	Curriculum writing process
	A description of the systematic review process for curriculum, instruction and assessment
	Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices
	Profile of educational model or delivery system
	Program descriptions
	Curriculum guides
	Lesson plans aligned to the curriculum
	Products – scope and sequence, curriculum maps
	Common assessments
	Surveys results
	Standards-based report cards

Comments [Explain why you selected these statements, especially 4s and 1s]

3.3	Teachers throughout the system engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Teachers throughout the system are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	3	Teachers throughout the system plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	2	Teachers in most schools sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	4	Teachers personalize instructional strategies and interventions to address individual learning needs of each student.
	3	Teachers personalize instructional strategies and interventions to address

		individual learning needs of students when necessary.
	2	Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.
	1	Teachers seldom or never personalize instructional strategies.
	4	**Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.**
	3	**Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.**
	2	**Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.**
	1	**Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.**

Possible Evidence	
	Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices
	Findings from supervisor formal and informal observations
	Student work demonstrating the application of knowledge
	Examples of teacher use of technology as an instructional resource
	Examples of student use of technology as a learning tool
	Interdisciplinary projects
	Authentic assessments
	Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation
	Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs
	Surveys results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	**System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.**
	3	**System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned**

		with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
	2	System and school leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
	1	System and school leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.

Possible Evidence	
	Supervision and evaluation procedures
	Curriculum maps
	Peer or mentoring opportunities and interactions
	Recognition of teachers with regard to these practices
	Administrative classroom observation protocols and logs
	Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices and student success
	Examples of improvements to instructional practices resulting from the evaluation process
	Documentation of collection of lesson plans, grade books or other data record systems
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.
	3	All system staff participate in collaborative learning communities that meet both informally and formally.
	2	Some system staff participate in collaborative learning communities that meet both informally and formally.
	1	Collaborative learning communities randomly self-organize and meet informally.
	4	Frequent collaboration occurs across grade levels, content areas and other system divisions.
	3	Collaboration often occurs across grade levels, content areas and other system divisions.
	2	Collaboration occasionally occurs across grade levels, content areas and other system divisions.
	1	Collaboration seldom occurs across grade levels, content areas or in other system

		divisions.
	4	Staff members implement a formal process system-wide that promotes productive discussion about student learning and the conditions that support student learning.
	3	Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning.
	2	Staff members promote discussion about student learning and the conditions that support student learning.
	1	Staff members rarely discuss student learning or the conditions that support student learning.
	4	Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of all staff members.
	3	Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most system personnel.
	2	Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among system personnel.
	1	Learning, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching rarely occur among system personnel.
	4	System personnel can clearly link collaboration to improvement results in instructional practice, system effectiveness and student performance.
	3	System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness and student performance.
	2	System personnel express belief in the value of collaborative learning communities.
	1	System personnel see little value in collaborative learning communities.

Possible Evidence	
	Agendas and minutes of collaborative learning committees
	Calendar/schedule of learning community meetings
	Common language, protocols and reporting tools
	Examples of improvements to content and instructional practice resulting from collaboration
	Evidence of informal conversations that reflect collaboration about student learning
	Examples of cross curricular or program projects, interdisciplinary instruction and classroom action research projects
	Professional development funding to promote professional learning communities
	Peer coaching guidelines and procedures
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.6	Teachers implement the system's instructional process in support of student learning.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All teachers throughout the system systematically use an instructional process that clearly informs students of learning expectations and Standards of performance.
	3	All teachers throughout the system use an instructional process that informs students of learning expectations and Standards of performance.
	2	Most teachers in the system use an instructional process that informs students of learning expectations and Standards of performance.
	1	Few teachers in the system use an instructional process that informs students of learning expectations and Standards of performance.
	4	Exemplars are provided to guide and inform students.
	3	Exemplars are often provided to guide and inform students.
	2	Exemplars are sometimes provided to guide and inform students.
	1	Exemplars are rarely provided to guide and inform students.
	4	The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
	3	The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
	2	The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction.
	1	The process includes limited measures to inform the ongoing modification of instruction.
	4	The process provides students with specific and immediate feedback about their learning.
	3	The process provides students with specific and timely feedback about their learning.
	2	The process provides students with feedback about their learning.
	1	The process provides students with minimal feedback of little value about their learning.

Possible Evidence	
	Samples of exemplars used to guide and inform student learning
	Examples of learning expectations and Standards of performance
	Examples of assessments that prompted modification in instruction
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All system personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning.

	3	System personnel are engaged in mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning.
	2	Some system personnel are engaged in mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning.
	1	Few or no system personnel are engaged in mentoring, coaching and induction programs that are consistent with the system's values and beliefs about teaching, learning and the conditions that support learning.
	4	These programs set high expectations for all system personnel and include valid and reliable measures of performance.
	3	These programs set expectations for all system personnel and include measures of performance.
	2	These programs set expectations for system personnel.
	1	Limited or no expectations for system personnel are included.

Possible Evidence	
	Descriptions and schedules of mentoring, coaching and induction programs with references to system and school beliefs and values about teaching and learning
	Professional learning calendar with activities for instructional support of new staff
	Personnel manuals with information related to new hires including mentoring, coaching and induction practices
	Records of meetings and informal feedback sessions
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated at the system level and in all schools.
	3	Programs that engage families in meaningful ways in their children's education are designed and implemented.
	2	Programs that engage families in their children's education are available.
	1	Few or no programs that engage families in their children's education are available.
	4	Families have multiple ways of staying informed of their children's learning process.
	3	System and school personnel regularly inform families of their children's learning process.
	2	System and school personnel provide information about children's learning.
	1	System and school personnel provide little relevant information about children's learning.

Possible Evidence	
	Volunteer program with variety of options for participation
	Parental/family/caregiver involvement plan including activities, timeframes and evaluation

	process
	Calendar outlining when and how families are provided information on child's progress
	List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days
	Samples of exemplars used to guide and inform student learning
	Examples of learning expectations and Standards of performance
	Performance-based report cards
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]

	4	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.
	3	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.
	2	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student.
	1	The system provides few or no opportunities for school personnel to build long-term interaction with individual students.
	4	All students participate in the structure.
	3	All students may participate in the structure.
	2	Most students participate in the structure.
	4	The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.
	3	The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.
	2	The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills and life skills.
	1	Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills and life skills.

Possible Evidence

	Description of formalized structures for adults to advocate on behalf of students
	List of students matched to adults who advocate on their behalf
	Curriculum and activities of structures for adults advocating on behalf of students
	Master schedule with time for formalized structure

	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	**Score**
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All teachers across the system consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
	3	Teachers across the system use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
	2	Most teachers across the system use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills.
	1	Few or no teachers across the system use common grading and reporting policies, processes and procedures.
	4	These policies, processes and procedures are implemented without fail in all schools across all grade levels and all courses.
	3	These policies, processes and procedures are implemented in all schools across grade levels and courses.
	2	These policies, processes and procedures are implemented in most or all schools across grade levels and courses.
	1	Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses and may not be well understood by stakeholders.
	4	All stakeholders are aware of the policies, processes and procedures.
	3	Stakeholders are aware of the policies, processes and procedures.
	2	Most stakeholders are aware of the policies, processes and procedures.
	1	Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses and may not be well understood by stakeholders.
	4	The policies, processes and procedures are formally and regularly evaluated.
	3	The policies, processes and procedures are regularly evaluated.
	2	The policies, processes and procedures may or may not be evaluated.
	1	The system has no process for evaluation of grading and reporting practices.
Possible Evidence		
	Policies, processes and procedures on grading and reporting	
	System quality control procedures including the monitoring of grading practices across all schools	
	Sample communications to stakeholders about grading and reporting	
	Sample report cards for each program or grade level and for all courses and programs	
	Evaluation process for grading and reporting practices	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

3.11	All staff members participate in a continuous program of professional learning.		**Score**
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	**All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction.**	
	3	**All staff members participate in a continuous program of professional learning that is aligned with the system's purpose and direction.**	
	2	**Most staff members participate in a program of professional learning that is aligned with the system's purpose and direction.**	
	1	**Few or no staff members participate in professional learning.**	
	4	Professional development is individualized based on an assessment of needs of the system and the individual.	
	3	Professional development is based on assessment of needs of the system.	
	2	Professional development is based on needs of the system.	
	1	Professional development, when available, may or may not address the needs of the system or build capacity among staff members.	
	4	**The program builds measurable capacity among all professional and support staff.**	
	3	**The program builds capacity among all professional and support staff.**	
	2	**The program builds capacity among staff members who participate.**	
	1	**If a program exists, it is rarely and/or randomly evaluated.**	
	4	The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	
	3	The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	
	2	The program is regularly evaluated for effectiveness.	
	1	If a program exists, it is rarely and/or randomly evaluated.	
Possible Evidence			
	Crosswalk between professional learning and system purpose and direction		
	System professional development plan involving the system and all schools		
	System quality control procedures showing implementation plan for professional development for system and school staff		
	Brief explanation of alignment between professional learning and identified needs		
	Evaluation tools for professional learning		
	Survey results		
Comments [Explain why you selected these statements, especially 4s and 1s]			
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.		**Score**
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	**System and school personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other**	

		learning needs (such as second languages).
	3	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).
	2	System and school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages).
	1	System and school personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages).
	4	System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.
	3	System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.
	2	System and school personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.
	1	System and school personnel provide or coordinate some learning support services to students within these special populations.

Possible Evidence	
	List of learning support services and student population served by such services
	Data used to identify unique learning needs of students
	Training and professional learning related to research on unique characteristics of learning
	Schedules, lesson plans or example student learning plans showing the implementation of learning support services
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

Standard 3 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 4: Resources and Support Systems

Standard: **The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.**

4.1	The system engages in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools and educational programs.	Score
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Clearly defined policies, processes and procedures ensure that system and school leaders have access to, hire, place and retain qualified professional support staff.
	3	Policies, processes and procedures ensure that system and school leaders have access to, hire, place and retain qualified professional support staff.
	2	Policies, processes and procedures describe how system and school leaders are to access, hire, place and retain qualified professional support staff.
	1	Policies, processes and procedures are often but not always followed by system and school leaders to access, hire, place and retain qualified professional support staff.
	4	System and school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs and continuous improvement throughout the system.
	3	System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs and continuous improvement throughout the system.
	2	System and school leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support purposes, educational programs and continuous improvement in the system.
	1	System and school leaders attempt to fill the roles and responsibilities necessary to support purposes, educational programs and continuous improvement in the system.
	4	Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the system, individual schools and educational programs.
	3	Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools and educational programs.
	2	Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school system, individual schools and educational programs.
	1	Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school system, individual schools and educational programs.
Possible Evidence		

	Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the system and schools
	System quality assurance procedures for monitoring qualified staff across all schools
	System budgets or financial plans for the last three years
	School budgets or financial plans for last three years
	Documentation of highly qualified staff
	Assessments of staffing needs
	Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]	

4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs and system operations.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational programs and system operations.
	3	Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs and system operations.
	2	Instructional time, material resources and fiscal resources are sometimes focused on supporting the purpose and direction of the system, its schools, educational programs and system operations.
	1	Little or no link exists between the purpose of the system and instructional time, material resources and fiscal resources.
	4	Instructional time is fiercely protected in policy and practice in all schools.
	3	Instructional time is protected in policy and practice.
	2	Instructional time is usually protected.
	1	Protection of instructional time is not a priority.
	4	System and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system.
	3	System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system.
	2	System and school leaders attempt to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system.
	1	System and school leaders use available material and fiscal resources to meet the needs of students.
	4	System and school leaders measurably demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.
	3	System and school leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.

	2	System and school leaders express a desire to allocate instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.
	1	System and school leaders spend little or no effort allocating instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.
	4	Efforts toward the continuous improvement of instruction and operations concentrate on achieving the purpose and direction of the system and its schools.
	3	Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.
	2	Efforts toward the continuous improvement of instruction and operations sometimes include achieving the purpose and direction of the system and its schools.
	1	Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the system's purpose and direction.

Possible Evidence
Alignment of system budget with system purpose and direction
System strategic plan showing resources support for system
System quality assurance procedures showing system oversight of schools pertaining to school resources
Alignment of school budgets with school purpose and direction
Examples of school calendars
Examples of school schedules
Examples of efforts of school leaders to secure necessary material and fiscal resources
Survey results
Comments [Explain why you selected these statements, especially 4s and 1s]

4.3	The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with all stakeholders.
	3	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders.
	2	System and school leaders have some expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with most stakeholders.
	1	System and school leaders have few or no expectations for maintaining safety, cleanliness and a healthy environment.
	4	All system and school personnel as well as students are accountable for maintaining these expectations.

	3	System and school personnel as well as students are accountable for maintaining these expectations.
	2	Selected system and school personnel are accountable for maintaining these expectations.
	1	Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations.
	4	Valid measures are in place that allow for continuous tracking of these conditions.
	3	Measures are in place that allow for continuous tracking of these conditions.
	2	Some measures are in place that allow for tracking of these conditions.
	1	Few or no measures that assess these conditions are in place.
	4	Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions.
	3	Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions.
	2	Personnel work to improve these conditions.
	1	Few or no personnel work to improve these conditions.
	4	The results of improvement efforts are systematically evaluated regularly.
	3	Results of improvement efforts are evaluated.
	2	Results of improvement efforts are monitored.

Possible Evidence	
	Policies, handbooks on system and school facilities and learning environments
	System quality control procedures showing the monitoring of compliance with system expectations for school facilities and learning environments
	Example maintenance schedules for schools
	Example school records of depreciation of equipment
	Example systems for school maintenance requests
	School safety committee responsibilities, meeting schedules and minutes
	Documentation of compliance with local and state inspections requirements
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The system has clearly defined policies and procedures for strategic resource management.
	3	The system has policies and procedures for strategic resource management.
	2	The system has some policies related to strategic resource management.
	1	The system may or may not have policies related to strategic resource management.
	4	The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities and other strategic system components.
	3	The system employs a long-range strategic planning process in the areas of budget,

		facilities and other strategic system components.
	2	The system has a long-range strategic planning process.
	1	The system may or may not have a long-range strategic planning process.
	4	**The strategic planning process is regularly evaluated for effectiveness and improvement plans related to the process are developed and implemented when necessary.**
	3	**The strategic planning process is evaluated for effectiveness and improvement plans related to the process are developed and implemented when necessary.**
	2	**The strategic planning process is reviewed for effectiveness when necessary.**
	4	All strategic plans are implemented with fidelity by the governing body and system leaders and have built-in measures used to monitor and ensure successful implementation and completion.
	3	Strategic plans are implemented with fidelity by the governing body and system leaders and have built-in measures used to monitor implementation and completion.
	2	Strategic plans are implemented effectively by the governing body and system leaders.
	1	Strategic plans, if they exist, may or may not be implemented by the governing body and system leaders.
Possible Evidence		
	System strategic plan showing the areas of budget, facilities, quality control and other strategic systems	
	Evaluation results of the effectiveness of the system strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan	
	Policies, handbooks on system and school facilities and learning environments	
	System quality control procedures showing the monitoring of compliance with system expectations for school facilities, learning environments	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.5	The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	**Score**
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	**The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools.**
	3	**The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools.**
	2	**The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to provide students and school and system**

		personnel to media and information resources.
	1	The system provides little or no coordination of information resources and related personnel necessary to provide students and school and system personnel to media and information resources.
	4	The system designs, implements and evaluates processes to ensure highly qualified personnel are recruited, hired and retained in sufficient numbers to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.
	3	The system implements and evaluates processes to ensure qualified personnel are recruited, hired and retained in sufficient numbers to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.
	2	The system attempts to hire qualified personnel to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.
	1	The system may or may not attempt to hire personnel to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.

Possible Evidence	
	System education delivery model intended for school implementation including media and information resources to support the education program
	Evaluation procedures and results of education resources
	Data on media and information resources available to students and staff
	Schedule of staff availability to assist students and school personnel related to finding and retrieving information
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning and operational needs.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment and a highly qualified technical support staff to meet the teaching, learning and operational needs of all stakeholders throughout the system.
	3	The system provides a modern, fully functional technology infrastructure, modern, updated equipment and a qualified technical support staff to meet the teaching, learning and operational needs of all stakeholders throughout the system.
	2	The system provides a fully functional technology infrastructure, working equipment and a technical support staff to meet the teaching, learning and operational needs of stakeholders.
	1	The system provides some degree of technology infrastructure, equipment and limited technical support staff to meet the teaching, learning and operational needs

		of stakeholders.
	4	System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure and equipment.
	3	System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure and equipment.
	2	System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure and equipment.
	1	The system may or may not have a technology plan related to improvement of technology services, infrastructure and equipment.
Possible Evidence		
	Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness and system effectiveness	
	Brief description of technology or web-based platforms that support the education delivery model	
	System technology plan and budget to improve technology services and infrastructure for the system-level and school-level	
	Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff	
	Assessments to inform development of system and school technology plans	
	Policies relative to technology use at the system-level and school-level	
	System quality control procedures that monitor the effectiveness of technology services at the system-level and school-level	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
4.7	The system provides, coordinates and evaluates the effectiveness of support systems to meet the physical, social and emotional needs of the student population being served.	**Score**
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	**The system has designed and implemented a process to determine the physical, social and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system.**
	3	**The system has designed and implemented a process to determine the physical, social and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students.**
	2	**The system has a process to determine the physical, social and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible.**
	1	**The system attempts to determine the physical, social and emotional needs of students and then selects and implements programs if possible.**
	4	Valid and reliable measures of program effectiveness are in place, and system and

		school personnel use the data from these measures to regularly and comprehensively evaluate all programs.
	3	Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs.
	2	System and school personnel regularly evaluate programs.
	1	System and school personnel may or may not evaluate programs.
	4	Improvement plans related to these programs are designed, implemented and evaluated to more effectively meet the needs of all students.
	3	Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
	2	Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.
	1	Improvement plans to more effectively meet the needs of all students may or may not exist.

Possible Evidence	
	List of support services available to students
	Agreements with school community agencies for student-family support
	Social classes and services, e.g., bullying, character education
	Student assessment system for identifying student needs
	Schedule of family services, e.g., parent classes, survival skills
	Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations
	Rubrics on developmentally appropriate benchmarks; e.g. early childhood education
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

4.8	The system provides, coordinates and evaluates the effectiveness of services that support the counseling, assessment, referral, educational and career planning needs of all students.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The system has designed and implemented a process to determine the counseling, assessment, referral, educational and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system.
	3	The system has designed and implemented a process to determine the counseling, assessment, referral, educational and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students.
	2	The system has a process to determine the counseling, assessment, referral, educational and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible.
	1	The system attempts to determine the counseling, assessment, referral, educational and career planning needs of students and then selects and implements programs if possible.

	4	Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs.
	3	Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs.
	2	System and school personnel regularly evaluate programs.
	1	System and school personnel may or may not evaluate programs.
	4	**Improvement plans related to these programs are designed, implemented and evaluated to more effectively meet the needs of all students.**
	3	**Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.**
	2	**Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.**
	1	**Improvement plans to more effectively meet the needs of all students may or may not exist.**

Possible Evidence	
	List of services available related to counseling, assessment, referral, educational and career planning
	Description of referral process
	Description of IEP process
	Budget for counseling, assessment, referral, educational and career planning
	System quality assurance procedures that monitor program effectiveness of student support services
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

Standard 4 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 5: Using Results for Continuous Improvement

Standard: **The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.**

5.1		The system establishes and maintains a clearly defined and comprehensive student assessment system.	Score
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures.	
	3	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures.	
	2	System and school personnel use an assessment system that produces data from multiple assessment measures.	
	1	System and school personnel use an assessment system that produces data from assessment measures.	
	4	These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance.	
	3	These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance.	
	2	These measures include locally developed and standardized assessments about student learning as well as school and system performance.	
	1	These measures include assessments about student learning as well as school and system performance.	
	4	The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions.	
	3	The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions.	
	2	The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions.	
	1	The assessment system provides a limited degree of consistency of measurement across classrooms, courses, educational programs and system divisions.	
	4	All assessments are proven reliable and bias free.	
	3	Most assessments are proven reliable and bias free.	
	2	Some assessments are proven reliable and bias free.	
	1	Assessments seldom are proven reliable and bias free.	
	4	The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.	
	3	The comprehensive assessment system is regularly evaluated for reliability and	

		effectiveness in improving instruction, student learning and the conditions that support learning.
	2	The assessment system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
	1	The assessment system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
Possible Evidence		
	Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness and system	
	Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance	
	Brief description of technology or web-based platforms that support the education delivery model	
	Evidence that assessments are reliable and bias free	
	Documentation or description of evaluation tools/protocols	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff throughout the system.
	3	Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the system.
	2	Processes and procedures for collecting, analyzing and applying learning from data sources are documented and used by professional and support staff throughout the system.
	1	Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff.
	4	Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.
	3	Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.
	2	Data sources provide a picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.
	1	Data sources provide a limited picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.

	4	All system personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning.
	3	System and school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning.
	2	System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning.
	1	System and school personnel rarely use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs and the conditions that support learning.

Possible Evidence	
	Written protocols and procedures for data collection and analysis
	List of data sources related to system effectiveness
	List of data sources related to student learning, instruction, program effectiveness and conditions that support learning
	Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning
	Examples of data used to measure the effectiveness of the system systems that support schools and learning
	Examples of changes to the system strategic plan based on data results
	System quality control procedures that monitor schools in effectively using data to improve instruction and student learning
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Score

	4	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.
	3	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.
	2	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.
	1	Few or no professional and support staff members are trained in the evaluation, interpretation and use of data.

Possible Evidence	
	Training materials specific to the evaluation, interpretation and use of data

	Documentation of attendance and training related to data use
	Professional learning schedule specific to the use of data
	Policies and written procedures specific to data training
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Score

Performance Levels [Choose the statement in each category that best matches your school.]

	4	**Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.**
	3	**Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.**
	2	**A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.**
	1	**An incomplete or no process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.**
	4	Results indicate significant improvement, and system and school personnel systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
	3	Results indicate improvement, and system and school personnel systematically use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
	2	Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
	1	Results, if they exist, indicate little or no improvement. System and school personnel rarely or never use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Possible Evidence

	Policies and procedures specific to data use and training
	Description of process for analyzing data to determine verifiable improvement in student learning
	Agendas, minutes of meetings related to analysis of data
	Evidence of student growth
	Evidence of student readiness for the next level

	Evidence of student success at the next level
	Examples of use of results to evaluate continuous improvement action plans
	Student surveys
Comments [Explain why you selected these statements, especially 4s and 1s]	

5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance and the achievement of system and school improvement goals to stakeholders.	Score

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	System and school leaders monitor comprehensive information about student learning, system and school effectiveness and the achievement of system and school improvement goals.
	3	System and school leaders monitor comprehensive information about student learning, system and school effectiveness and the achievement of system and school improvement goals.
	2	System and school leaders monitor information about student learning, system and school effectiveness and the achievement of system and school improvement goals.
	1	System and school leaders monitor some information about student learning, school effectiveness and the achievement of system and school improvement goals.
	4	Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.
	3	Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.
	2	Leaders communicate results to all stakeholder groups.
	1	Leaders sometimes communicate results to stakeholders.

Possible Evidence	
	System quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals
	System quality control procedures for monitoring system effectiveness
	Communication plan regarding student learning, systems that support learning and achievement of school improvement goals to stakeholders
	Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals
	Examples of system marketing tools and websites that cite student achievement results or that make promises regarding student achievement
	Executive summaries of student learning reports to stakeholder groups
	Minutes of meetings regarding achievement of student learning goals
	Survey results
Performance Levels [Choose the statement in each category that best matches your school.]	

Standard 5 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Overall Summary of the Self Assessment Process

Describe the process you used to gather and analyze data for this Self Assessment. Include descriptions of:

- committees, focus groups or other methods used to involve stakeholders.
- how stakeholders arrived at consensus for the ratings.
- the timeline of data collection and reporting.

CENTER FOR
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ASSESSMENT

Data Teams

Seminar Overview

- Part One: Introduction
- Part Two: Building the foundation
- Part Three: The Data Team process
- Part Four: Creating and sustaining Data Teams

See page 6

Data Teams

Part One

Introduction

What Are Data Teams?

- Small grade-level or department teams that examine individual student work generated from common formative assessments
- Collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning

Data Team Actions

"Data Teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action."

(S. White, *Beyond the Numbers*, 2005, p. 18)

Learning Objectives

- Understand and experience the Data Team process
- Create an action plan to implement the Data Team process

The Data Team Process

- Step 1—Collect and chart data
- Step 2—Analyze strengths and obstacles
- Step 3—Establish goals: set, review, revise
- Step 4—Select instructional strategies
- Step 5—Determine results indicators

See page 8

Flow Chart

Do Data Teams Really Work?

One district's story:

- 80% free and reduced lunch
- 68% minority student enrollment
- 40+ languages

(D. Reeves, *The Learning Leader*, 2006)

See page 9

Elementary Schools, Then and Now

1998:

- Schools with more than 50% of students proficient in Grade 3 English: 11%

2005:

- Schools with more than 50% of students proficient in Grade 3 English: 100%

Middle Schools, Then and Now

1998:

- Schools with more than 50% of students passing English: 0%

2005:

- Schools with more than 50% of students passing English: 100%

High Schools, Then and Now

1998:

- Schools with more than 80% of students passing English Language Arts: 17%

2005:

- Schools with more than 80% of students passing English Language Arts: 100%

Data Teams

Part Two

Building the Foundation

Building the Foundation

Common formative assessments

Purpose of data collection
Leadership/Learning matrix

Effect data and cause data

Asking the right questions

See page 12

Asking the Right Questions

- What does student achievement look like (in reading, math, science, writing, foreign language)?
- What variables that affect student achievement are within your control?
- How do you currently explain your results in student achievement?

Data Worth Collecting Have a Purpose

- How do you use data to inform instruction and improve student achievement?
- How do you determine which data are the most important to use, analyze, or review?
- *In the absence of data, what is used as a basis for instructional decisions?*

See page 15

Data Collection

Two Types of Data

- **Effect Data:** *Student achievement results* from various measurements
- **Cause Data:** Information based on *actions of the adults* in the system

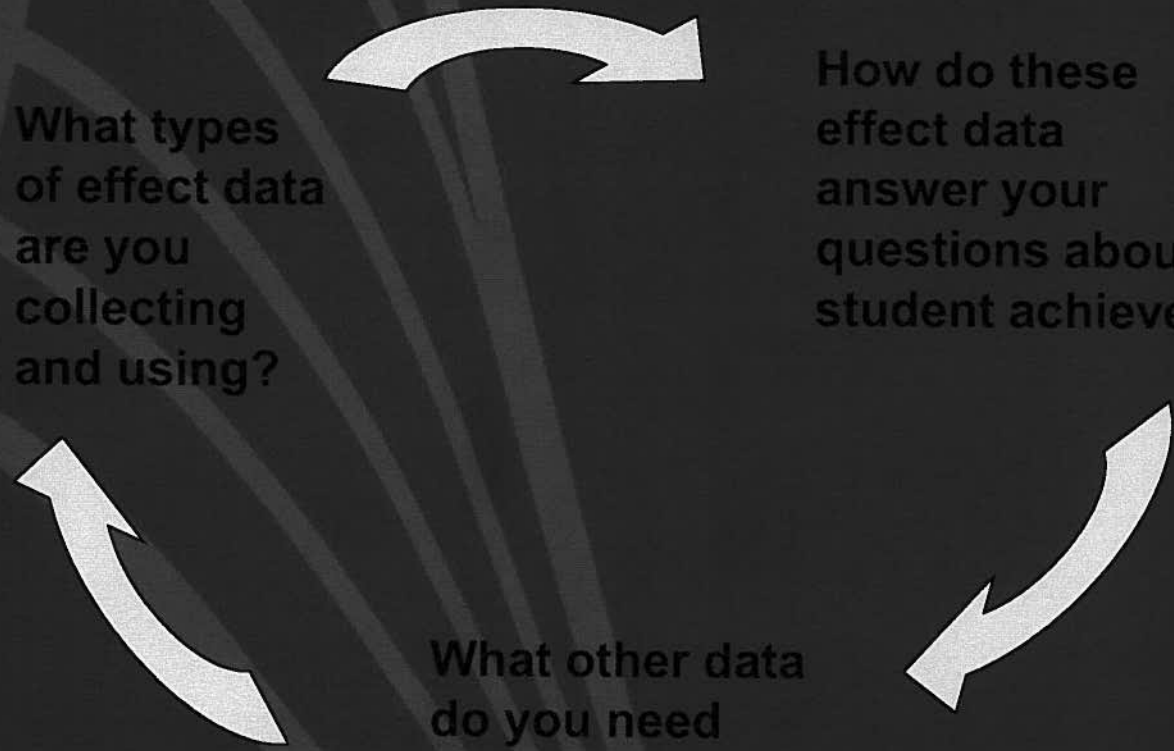
See page 16

Two Types of Data

"In the context of schools, the essence of holistic accountability is that we must consider not only the effect variable—test scores—but also the cause variables—the indicators in teaching, curriculum, parental involvement, leadership decisions, and a host of other factors that influence student achievement."

(D. Reeves, *Accountability for Learning*, 2004)

Effect Data



See page 17

Effect Data

Data Should Invite Action

"Data that is collected should be analyzed and used to make improvements (or analyzed to affirm current practices and stay the course)."

(S. White, *Beyond the Numbers*, 2005, p. 13)

See page 18

Cause Data

What types of cause data are you collecting?

How do these cause data support your school or team goals and focus?

Do you use these cause data to change instructional strategies?

See pages 18-19

Cause Data

The Leadership/Learning Matrix (L2 Matrix)

Effects/Results Data

Lucky ➢High results, low understanding of antecedents ➢Replication of success unlikely	***Leading*** ➢High results, high understanding of antecedents ➢Replication of success likely
Losing Ground ➢Low results, low understanding of antecedents ➢Replication of failure likely	***Learning*** ➢Low results, high understanding of antecedents ➢Replication of mistakes unlikely

Antecedents/Cause Data

See page 20

L2 Matrix

Power of Common Assessments

"Schools with the greatest improvements in student achievement consistently used common assessments."

(D. Reeves, *Accountability in Action*, 2004)

Common Assessments

- Provide a degree of consistency
- Represent common, agreed-upon expectations
- Align with Power Standards
- Help identify effective practices for replication
- *Make data collection possible!*

See pages 21-23

Common Assessments

Data-Driven Decision Making

"Effective analysis of data is a treasure hunt in which leaders and teachers find those professional practices—frequently unrecognized and buried amidst the test data—that can hold the keys to improved performance in the future."

(D. Reeves, *The Leader's Guide to Standards*, 2002)

See page 24

Building the Foundation

Common formative assessments

Purpose of data collection
Leadership/Learning matrix

Effect data and cause data

Asking the right questions

Data Teams

Part Three

The Data Process

See page 25

Data Team Meeting Cycle

- Meeting 1: First Ever
- Meeting 2: Before Instruction
- Meeting 3: Before-Instruction Collaboration
- Meeting 4: After-Instruction Collaboration
- Alternate meetings

See pages 26-35

Meeting Cycle

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The Data Team Process

1. Collect and chart data
2. Analyze strengths and obstacles
3. Establish goals: set, review, revise
4. Select instructional strategies
5. Determine results indicators

See pages 36-48

Data Team Meeting

Activity:

Participate in Data Team meeting

See pages 36-48

Data Team Meeting Feedback

- Observations
- What did you learn about the Data Team process?
- After-Instruction Collaboration – (see pages 49-55)

Data Teams

Part Four

Creating and Sustaining Data Teams

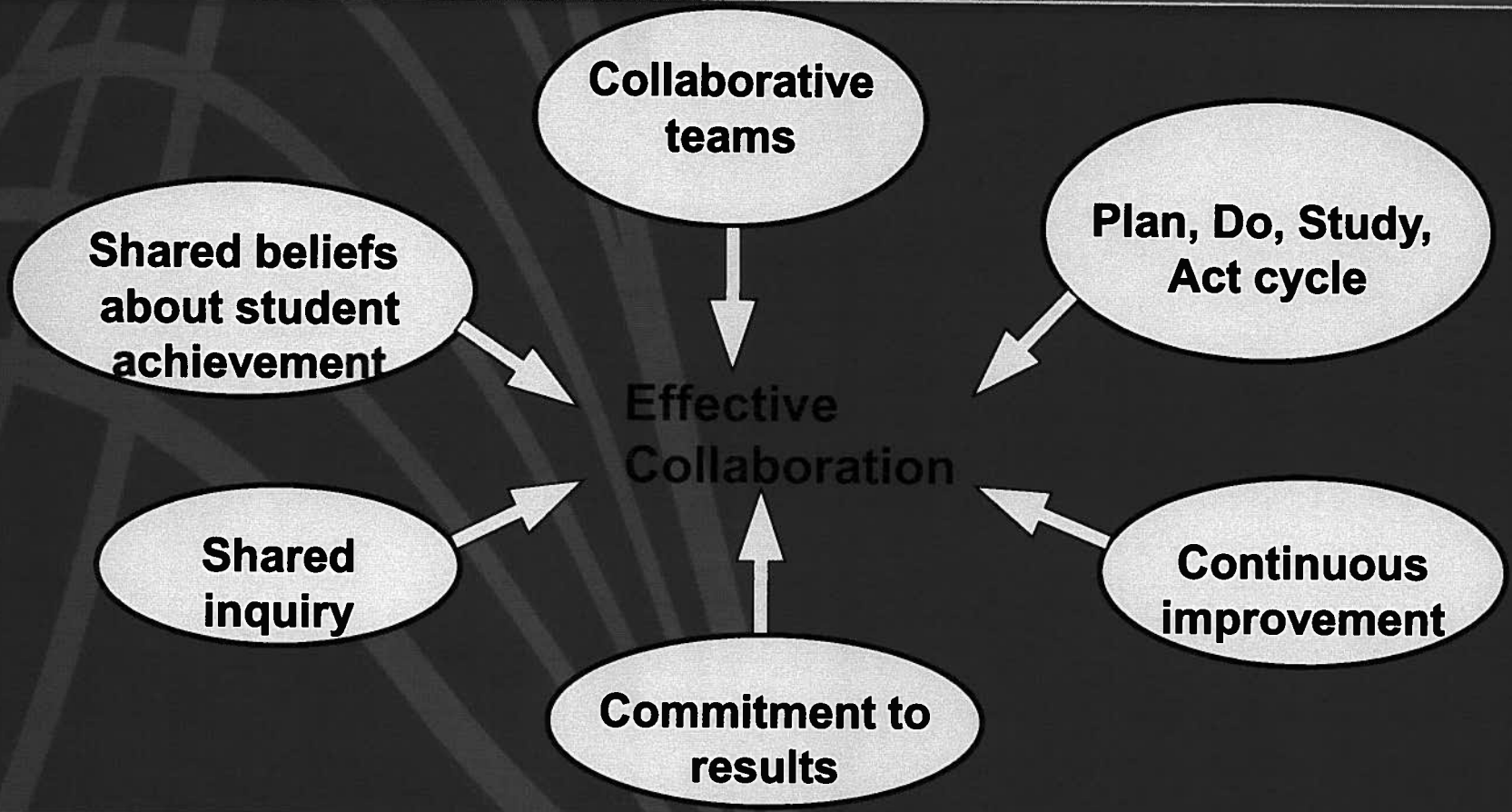
See page 57

Steps to Create and Sustain Data Teams

1. Collaborate
2. Communicate expectations
3. Form Data Teams
4. Identify Data Team leaders
5. Schedule meetings
   - Data Team meetings
   - Principal and Data Team leaders
6. Post data and graphs
7. Create communication system

See pages 58-59

Effective Collaboration



See pages 60-61

What Is Needed for Effective Data Teams?

- Effect data and cause data
- Authority to use the data for instructional and curricular decisions
- Supportive, involved building administrators
- Positive attitude

See page 62

Collaboration: The Heart of Data-Driven Decision Making

- What is collaboration?
- What does collaboration look like?
- How do you start collaborating?
- How do you create a self-sustaining capacity for a collaborative culture?

Communicating Expectations

Do we indeed believe that *all* kids can learn?

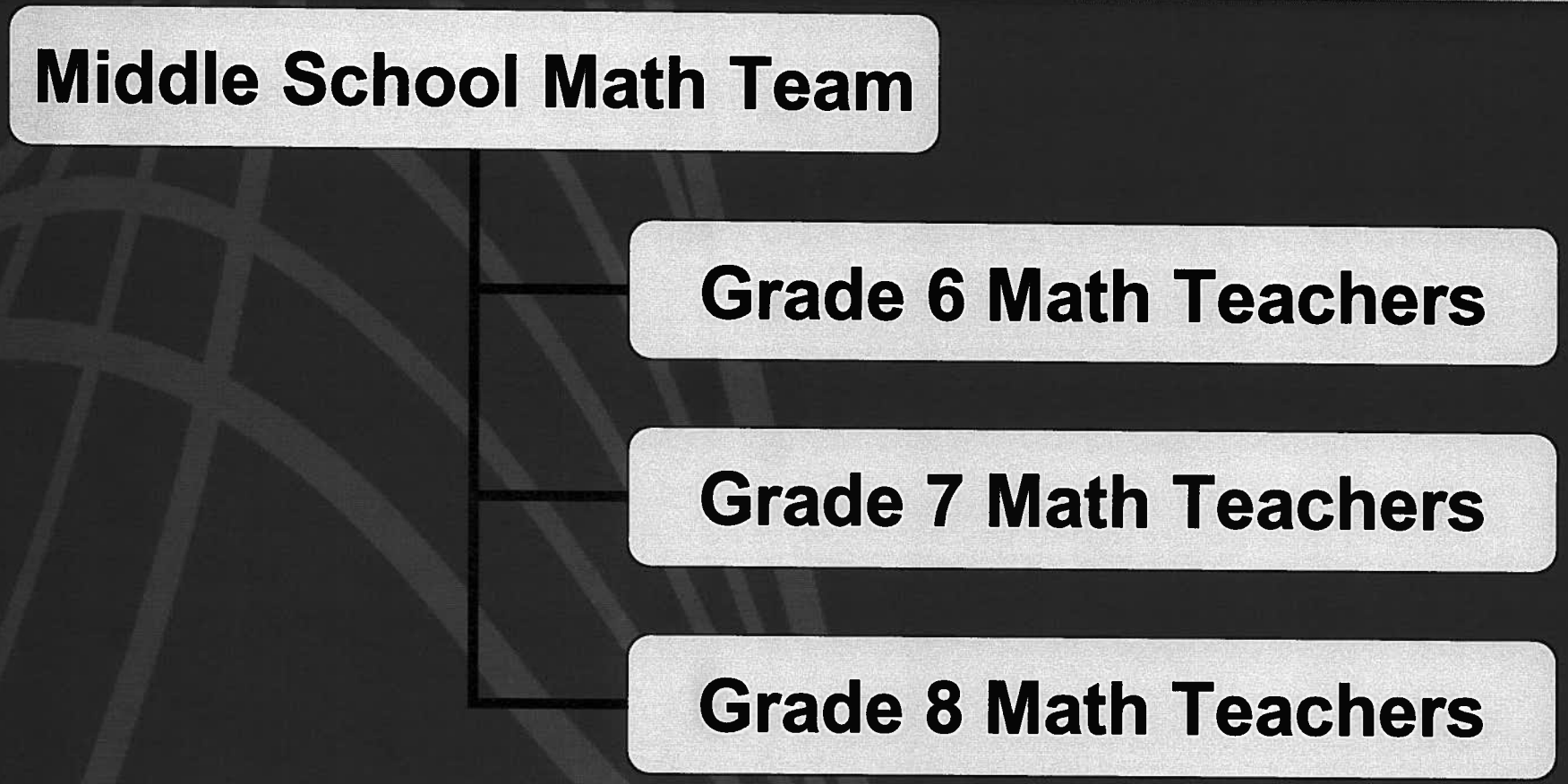
- What does this belief look like in your school?
- How do you know that all students are learning?
- What changes do you need to make to align practices with beliefs?

Data Team Configurations

- Vertical alignment
- Horizontal alignment
- Specialist arrangement
- Combination

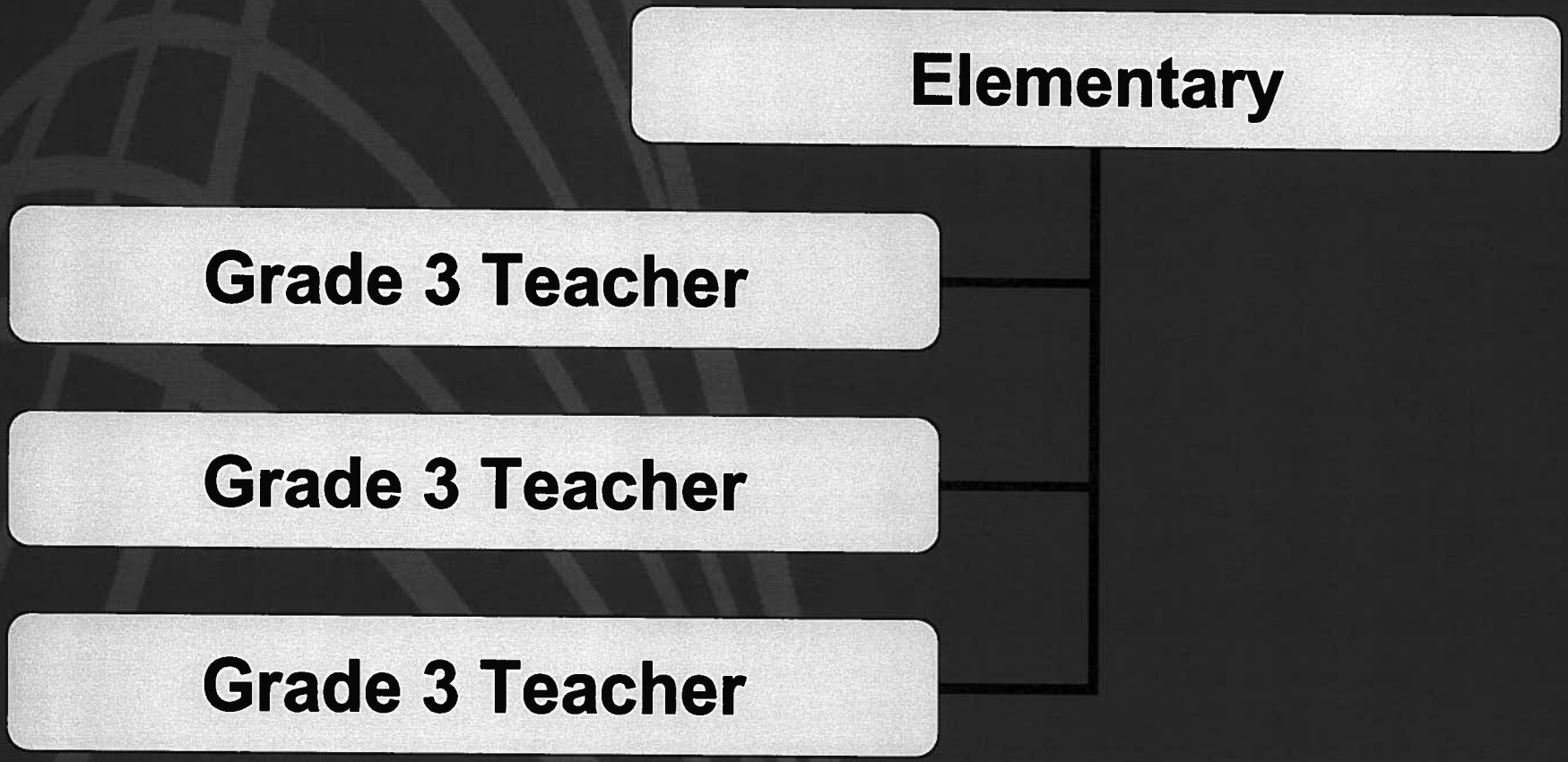
See page 63

Vertical Data Team



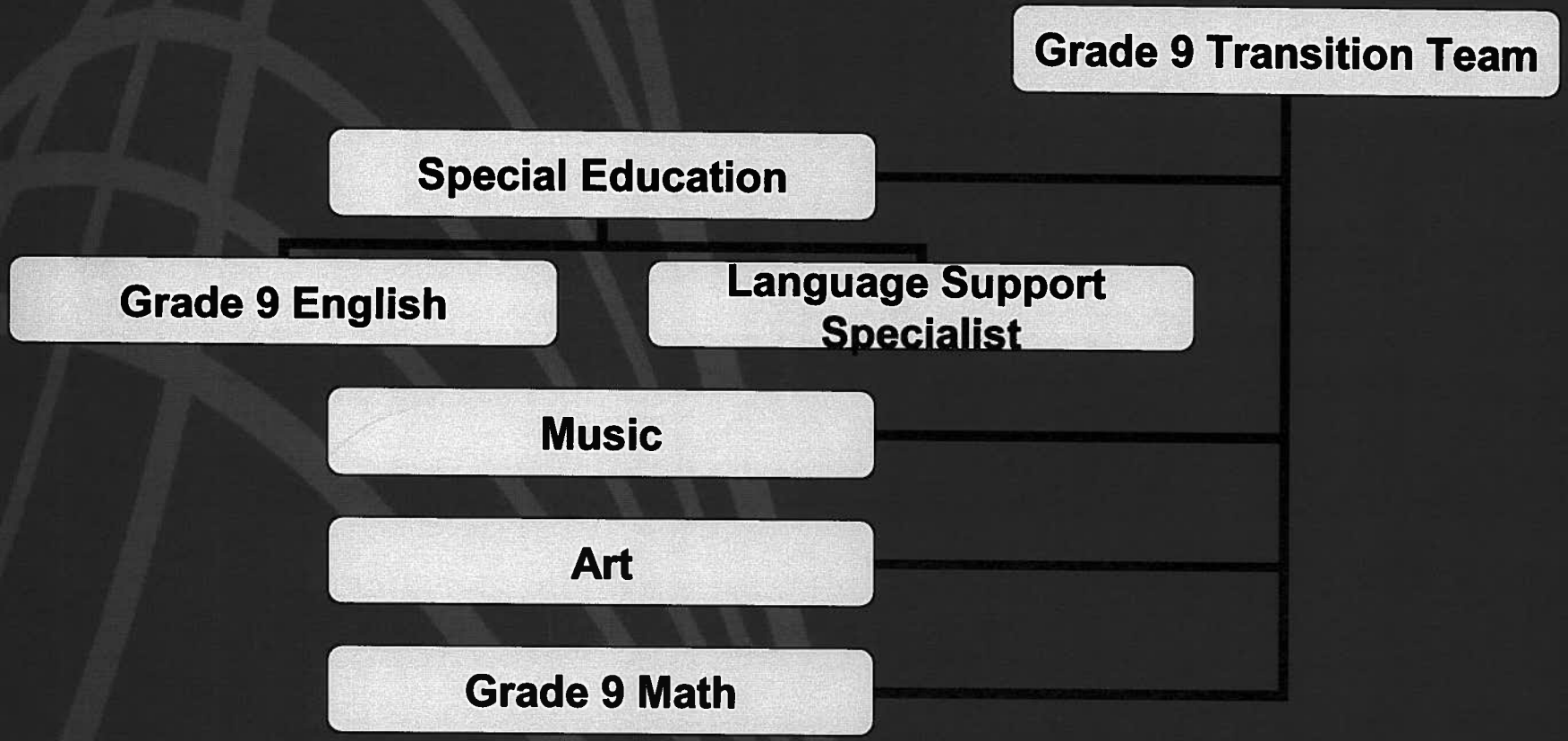
See page 63

Horizontal Data Team



See page 63

Specialist Data Team



See page 63

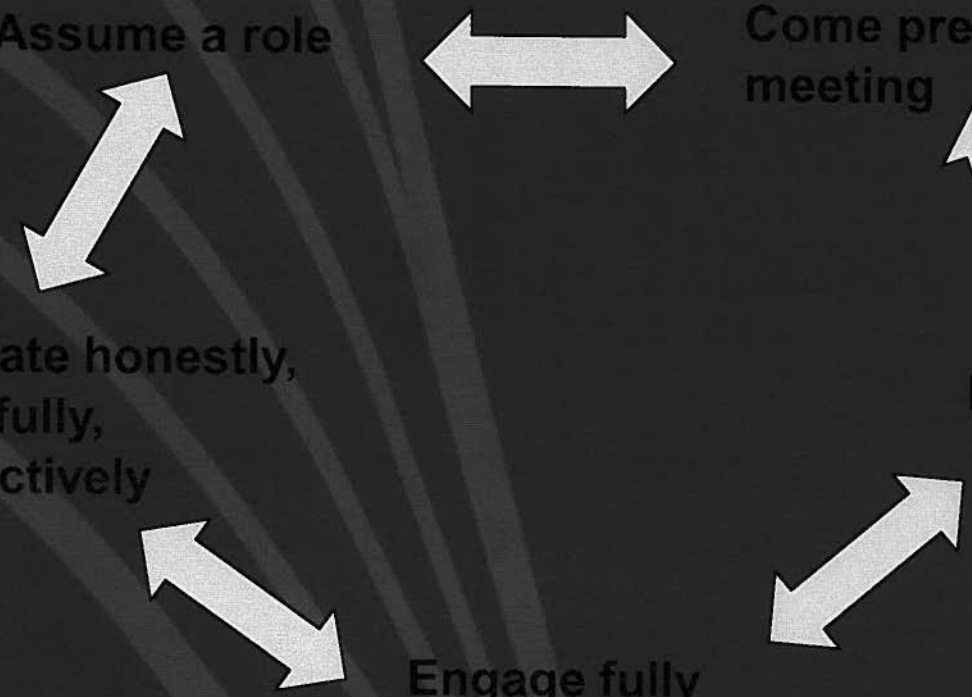
Form Data Teams

- What will Data Teams look like at your school?
- How will they be formed?
- How will you identify your Data Team Leaders?

See page 64

Form Data Teams

Team Member Responsibilities



See page 65

Effective Team Members

Roles of Data Team Members

Recorder: ➢ ***Takes minutes*** ➢ ***Distributes to Data Team leader, colleagues, administrators***	Focus Monitor: ➢ ***Reminds members of tasks and purpose*** ➢ ***Refocuses dialogue on processes and agenda items***
Timekeeper: ➢ ***Follows time frames allocated on the agenda*** ➢ ***Informs group of time frames during dialogue***	Engaged Participant: ➢ ***Listens*** ➢ ***Questions*** ➢ ***Contributes*** ➢ ***Commits***

See page 66

Data Technician

- Data must be submitted to the data collector by the identified date
- Simple form should be created and used; may be electronic
- Data should be placed in clear, simple graphs
- Graphs should be distributed to all members of the team as well as administrators

Data Team Leaders

- Who they are?
- What makes them effective?
- What are they responsible for?

See pages 68-69

Data Team Leaders

Data Team Leaders

- Are not expected to:
  - Serve as pseudo-administrators
  - Shoulder the responsibilities of the whole team or department
  - Address peers and colleagues who do not want to cooperate
  - Evaluate colleagues' performance

See page 69

Data Team Leaders

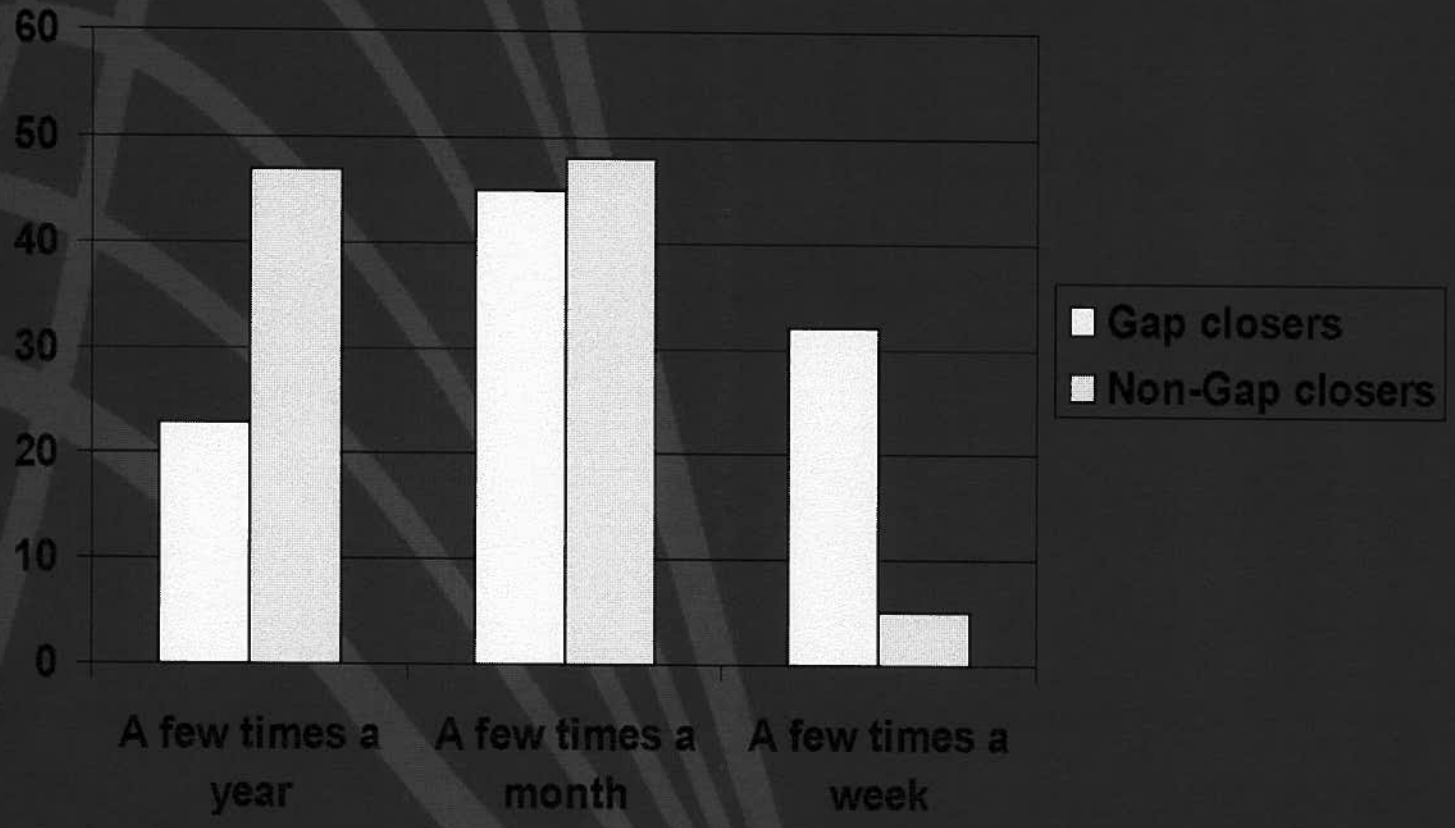
- Reflect on your needs as a staff or team
- What qualities will a successful Data Team leader possess?
- Overcoming obstacles

Frequency and Length of Data Team Meetings

- Varies: Weekly to once a month
- Shortest (45 minutes) to longest (120 minutes)

Schools that realize the greatest shift to a data culture scheduled meetings once a week!

Frequency of Meetings and Closing the Gap



See page 72

Scheduling Data Team Meetings

- How do you currently use the time that is available?
- How can you use this time more effectively?

See pages 73-74

Scheduling Meetings

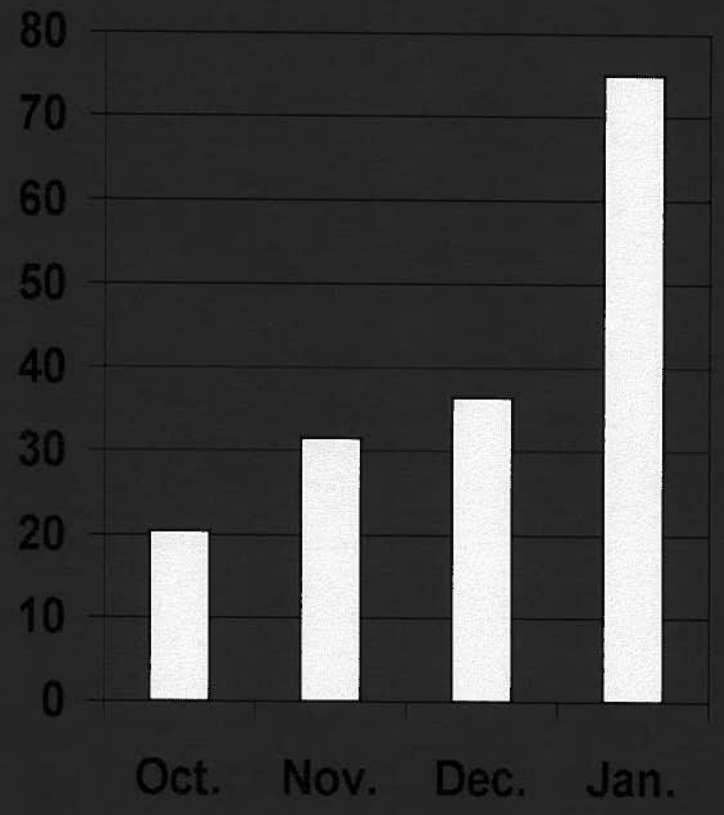
Data Team Leader and Principal Debriefs

- Meet at least monthly to discuss
  - Achievement gaps
  - Successes and challenges
  - Progress monitoring
  - Assessment schedules
  - Intervention needs
  - Resources

See page 75

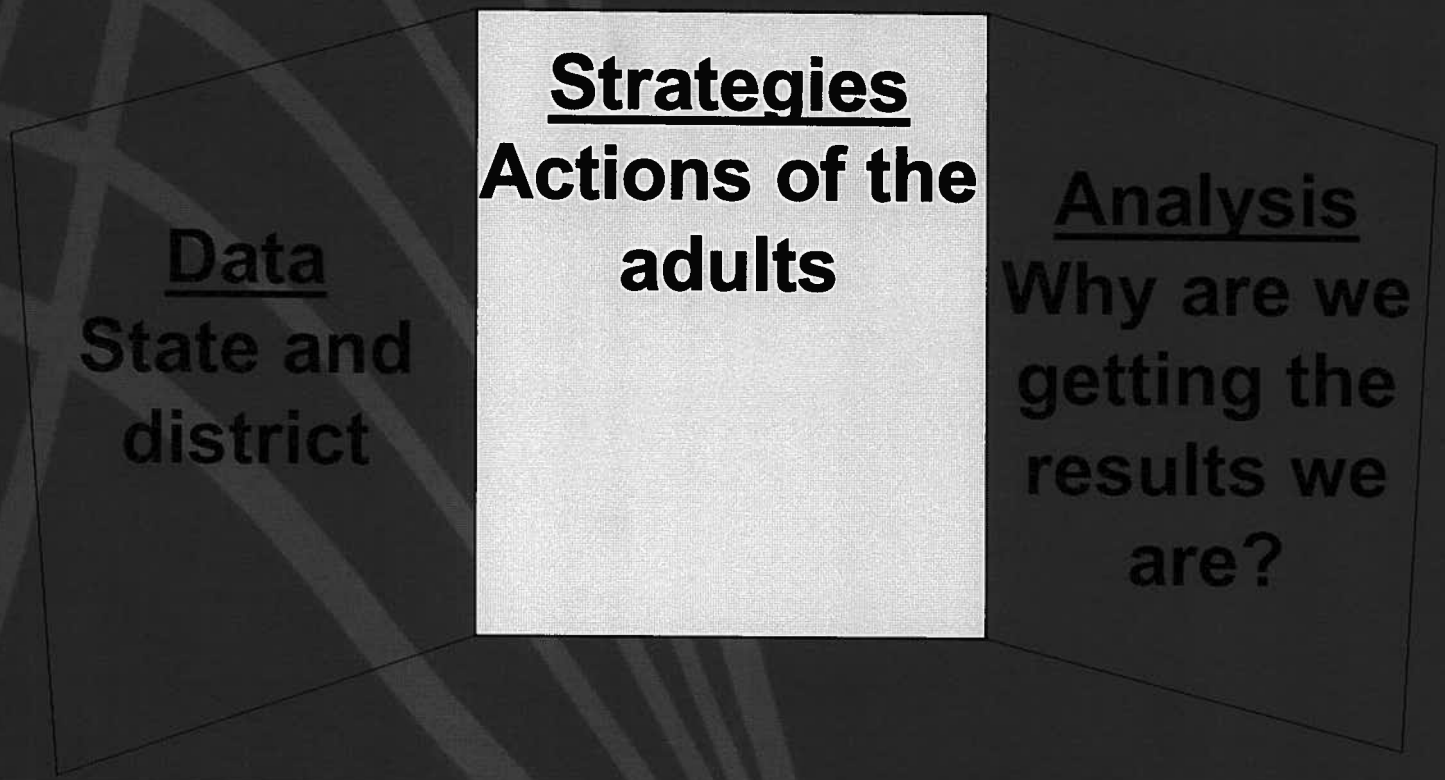
Post Data Graphs

- Make simple graphs to share results:
  - Display in halls
  - Display in classrooms
  - Include in newsletters
  - Data Walls
  - Tell your story



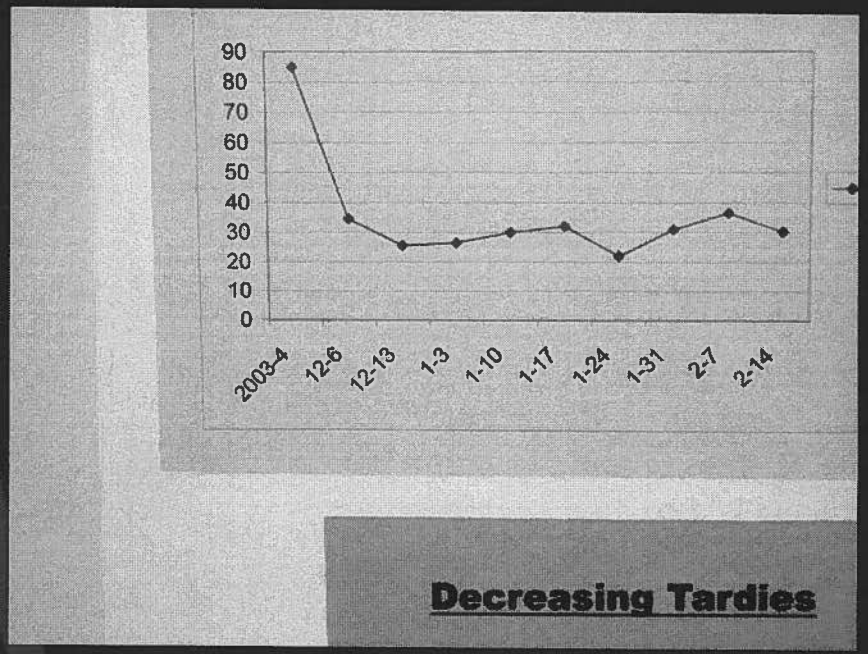
See page 76

Data Walls: "The Science Fair for Grownups"



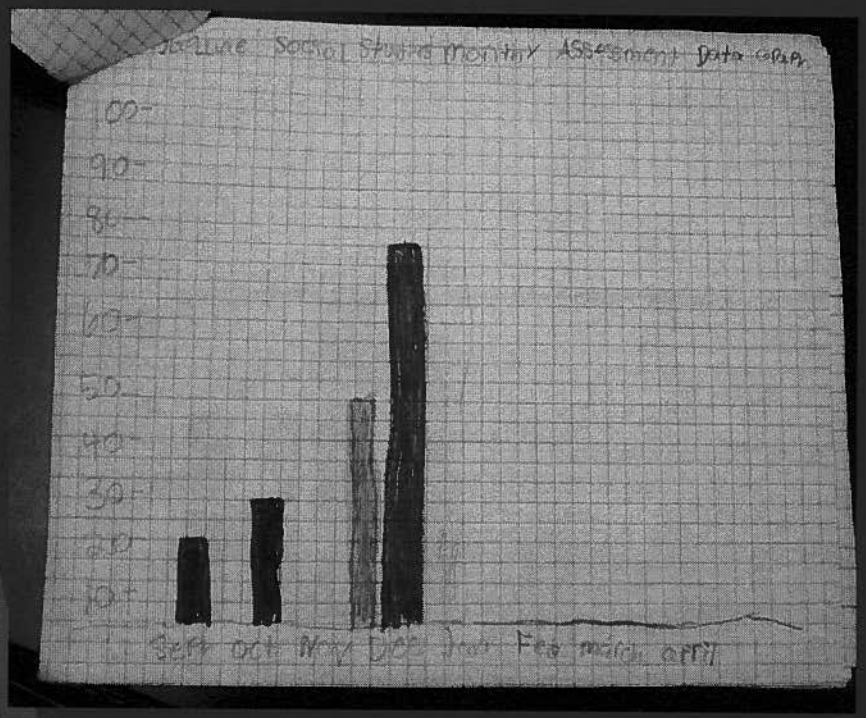
Sample Data Walls

- Topic for professional conversations
- Located in prominent places



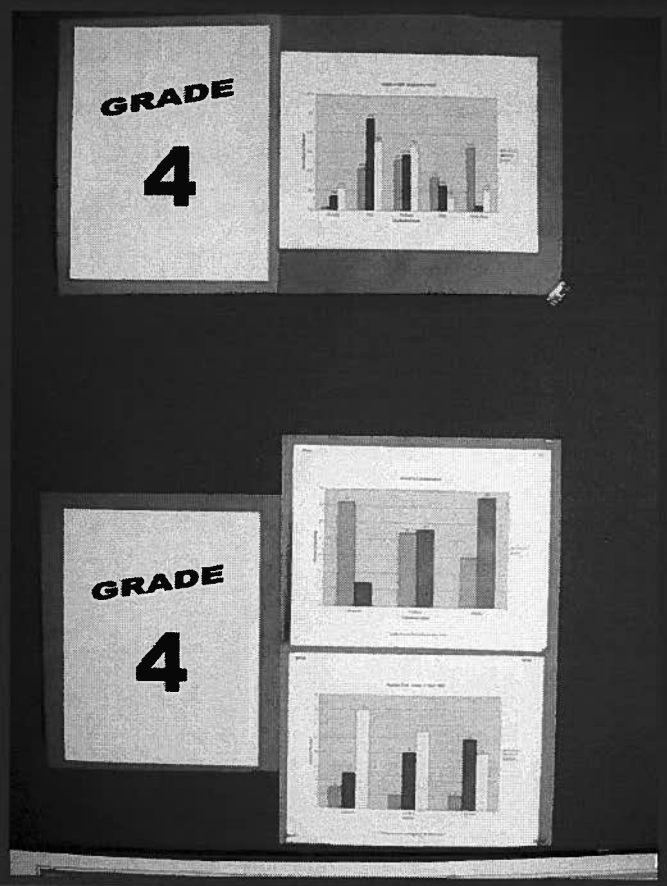
Sophisticated Data Analysis At Its Finest

- Simple bar graphs
- Can be student generated



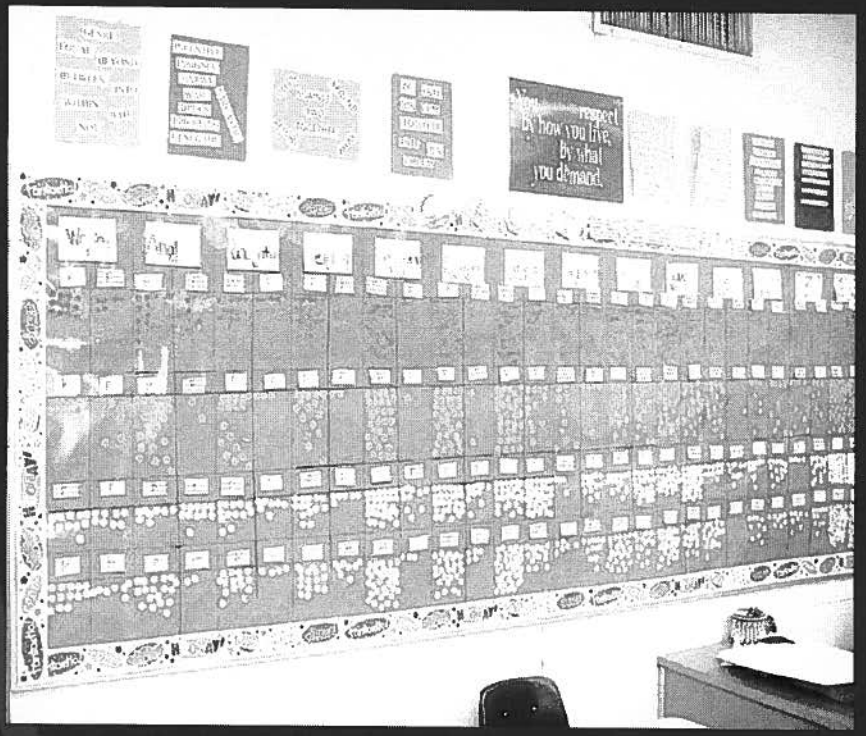
Month-to-Month Focus

- Updated frequently
- Data from various sources



Month-to-Month Comparisons

- These data walls are meaningful to the students as they track their achievement



See page 76

Create Communication System

- Internal stakeholders
  - Minutes
  - Agendas
- External stakeholders
  - Newsletter
  - School Web site

See page 77

Data Team Agendas

Components:

- Results from post-assessment
- Strengths and obstacles
- Goals
- Instructional strategies
- Results indicators

See page 78

Data Team Minutes

Components:

- Data from assessments (chart)
- Strengths and obstacles
- Goals
- Instructional strategies
- Results indicators
- Comments or summary

See pages 80-83

Sample Minutes

Implementation Plan

Steps to create and sustain Data Teams

- How will you implement each step?
- When will it happen?
- Who is responsible?
- What resources will you need?

See pages 84-85

Action Plan

Feedback

Please take a few minutes to complete the Feedback Form. Your comments are very important to us and to your district office, as it provides specific information and thoughts to consider for future professional development.

Thank You

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www.MakingStandardsWork.com

Data Team Meeting Steps and Structure

Step 1: Collect and Chart Data

Example: Team meeting examining pre-assessment data prior to focused teaching

Teachers' names	# students who took assessment	# students proficient and higher	% students proficient and higher	# students not proficient	# and names of students likely to be proficient at end of instructional time— *students already close*	# and names of students likely to be proficient at end of instructional time— *students who have far to go*	# and names of students not likely to be proficient— *intervention group in need of extensive support*
Betty	25	19	76%	6			
Tom	27	15	55%	12			
Susan	25	12	48%	13			
Diane	26	16	61%	10			
Totals	**103**	**62**	**60%**	**41**			

Teachers must come prepared for the 60–90 minute meeting, complete with:

- Student papers
- Scoring guide or measurement scale
- Papers arranged from most proficient to least proficient
- Ideas about students who are proficient and higher (strengths)
- Ideas about students who are not proficient (what are their obstacles, misconceptions?)

Data Team leader will:

- Provide table or graph with submitted data entered, complete with team totals, %

Steps for entering data:

- Enter names
- Enter # of students who participated in assessment
- Enter # of students who are proficient and higher
- Enter % of students who are proficient and higher
- Compute totals

Data Team leader will ask the following questions:

- What is the total percentage of [grade 6] students who are proficient and higher? (60%)
- What is the total percentage of [grade 6] students who are not proficient? (40%)
- Convert the 40% to actual number of students. (41)

Data Team Meeting Steps and Structure

Step 1: Collect and Chart Data (Continued)

Teachers' names	# students who took assessment	# students proficient and higher	% students proficient and higher	# students not proficient	# and names of students likely to be proficient at end of instructional time— *students already close*	# and names of students likely to be proficient at end of instructional time— *students who have far to go*	# and names of students not likely to be proficient— *intervention group in need of extensive support*
Totals							

Enter data points:

- Percentage of group proficient and higher _____
- Percentage of group not proficient _____
- Actual number of students proficient and higher _____
- Actual number of students not proficient _____

Data Team Meeting Steps and Structure

Step 2: Analyze Strengths and Obstacles

Example:

Strengths	Obstacles
Clearly articulated steps	Inability to organize ideas and steps
Multiple problem-solving strategies used	Inability to write and verify choice of problem-solving strategies
Vocabulary/math terms concise	Lack of vocabulary/math terms
	Confusion about problem-solving strategies

Examine student work that is proficient and higher. Consider:

- Strengths
- Consistent skills
- Anything that stands out

Examine student work that is not proficient. Consider:

- Weaknesses
- Inconsistent skills
- Trends, patterns of failure to apply certain skills
- Misconceptions about problem-solving processes
- Issues related to certain subgroups, such as ELL, gender, ethnicity
- Students consistently rated not proficient

List findings on T-chart.

Examine student work to identify strengths and obstacles.

- List strengths of students who were proficient and higher by examining student work.
- List obstacles or reasons why students did not achieve proficiency. Where were there errors? Is there a trend? Are there common errors? What is preventing these students from becoming proficient? Are there misconceptions about concepts or skills?

Strengths	Obstacles

Data Team Meeting Steps and Structure

Step 3: Establish Goals: Set, Review, Revise

Example:

Goal Statement: The percentage of grade 6 students proficient and higher in math problem solving will increase from 32% to 75% as measured by a math performance assessment focusing on short-constructed response, administered on February 15 or 16.

Goal percent 75%
Current results 68%

At this point, the goal has been set.

- What are the ramifications if the goal is changed to reflect a higher or lower outcome?
- Is the goal still relevant and necessary?
- Is this skill still considered very important?
- Are there other urgent needs to focus on?
- Is it possible to reset the goal higher? If so, is it achievable?
- Is the time frame too short, just right, or too long?
- Which students are consistently not proficient?

SMART Goal Statement:

Percentage of [student group] scoring proficient and higher in [content area] will increase from [current reality %] to [goal %] by the end of [month or quarter] as measured by [assessment tool] administered on [specific date—two consecutive days].

Example:

Percentage of **grade 6** students scoring proficient and higher in **writing** will increase from **13%** to **58%** by **October 30** as measured by a **teacher-created writing prompt assessment** administered on **October 30 or 31**.

SMART Goal #1:

Percentage of _____ scoring proficient and higher in _____

will increase from _____% to _____% by _____

as measured by _____ administered on _____ .

Data Team Meeting Steps and Structure

Step 3: Establish Goals: Set, Review, Revise *(Continued)*

SMART Goal #2:

Percentage of _____ scoring proficient and higher in _____

will increase from _____% to _____% by the end of _____

as measured by _____ administered on _____ .

A new goal is set only if the original goals were not met.

Met Goal: ☐ Yes ☐ No

If the goal was not met, record margin short of goal = _____

Ask questions:

- What are the ramifications if the goal is changed to reflect a higher or lower outcome?
- Is the goal still relevant and necessary?
- Is this skill still considered very important?
- Are there other urgent needs to focus on?
- Is it possible to reset the goal higher? If so, is it achievable?
- Is the time frame too short, just right, or too long?
- Which students are consistently not proficient?

Data Team Meeting Steps and Structure

Step 4: Select Instructional Strategies

Example:

Possible Instructional Strategies
X Teachers will use a graphic organizer to help students show how to solve a multistep word problem using computation and graphic representation.
Post the performance assessment scoring guide in the classroom.
X Teachers will help students improve their ability to solve multistep word problems by having them practice at home the processes they learn in school.
X Break the steps down into smaller steps and focus on each small step. Reinforce this as focused practice in class and plan homework that will require students to focus on brevity and specificity of correct response.
X Compare other problem-solving strategies step by step to identify the critical point or points at which the written responses are similar or different.
Present each math problem-solving strategy to students (one at a time) and have them write about each strategy.

X = Instructional strategy selected by Data Team

Brainstorm and discuss possible strategies using this process:

- Team members brainstorm and examine effective teaching strategies and techniques (experience- and research-based) and determine which techniques, when implemented appropriately, will have the desired outcome.
- Refer to the list of effective teaching techniques (Marzano's *Classroom Instruction That Works*), to be selected from on the basis of meeting specific objectives related to student understanding of concepts and application of skills.
- Analyze each possible or suggested strategy in terms of impact on student learning.
- Consider what other teachers are implementing to cause a high degree of success; replicate effective practices.
- Only select strategies that teachers are responsible for.
- Avoid considering strategies outside your sphere of influence or immediate accountability, such as "Parent needs to become more involved" or "Students will be enrolled in after-school program."

Agreement:

- Have team members collaborate on choosing the one or two strategies that they all agree to implement during the next teaching period.
- Mark the chosen strategies with an *X* and give team members copies of those strategies.
- Model *all* strategies that the team has agreed upon. So that the task of modeling does not always fall to the Data Team leader, ask other team members to demonstrate a particular strategy. What will the teacher do as he or she uses this strategy?

Data Team Meeting Steps and Structure

Step 4: Select Instructional Strategies (Continued)

Possible Instructional Strategies

Brainstorm and discuss possible strategies:

- Analyze each possible or suggested strategy in terms of impact on student learning.
- Consider what other teachers are implementing to cause a high degree of success; replicate effective practices.
- Only select strategies that teachers are responsible for.
- Avoid considering strategies outside your sphere of influence or immediate accountability, such as "Parent needs to become more involved" or "Students will be enrolled in after-school program."

Agreement:

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Effective Instructional Strategies

Category:	Achievement Gain (Percentiles):
1. Identifying similarities and differences	45
2. Summarizing and note-taking	34
3. Reinforcing effort and providing recognition	29
4. Homework and practice	28
5. Nonlinguistic representations	27
6. Cooperative learning	27
7. Setting objectives and providing feedback	23
8. Generating and testing hypotheses	23
9. Questions, cues, and advance organizers	22

Source: Marzano, Pickering, & Pollock, *Classroom Instruction That Works* (2001).

Effective Professional Practices

- More writing, thinking, analysis, and reading in every content area
- More frequent feedback (associated with improved student work ethic, motivation, and performance)
- Collaborative structures for analysis of data
- Creation and use of data teams
- Discussion of, review of, and focus on actual student work (helps close the learning gap for all cohort groups)

Source: White, *Show Me the Proof!* (2005b), p. 3.

Data Team Meeting Steps and Structure

Step 5: Determine Results Indicators

Results indicators complete the statement: "When this strategy or these strategies are implemented, we expect to see the following evidence . . . and students will be able to . . ." OR "If we do _____, then we expect to see _____ in student achievement."

When establishing the results indicators for the chosen strategies, keep in mind:

1. Whether the strategy is actually being implemented.
2. If the strategy is having the intended effect on student learning and improved performance.

Examples:

Selected instructional strategies from step 4:

X Teachers will use a graphic organizer to help students show how to solve a multistep word problem using computation and graphic representation.

X Teachers will help students improve their ability to solve multistep word problems by having students practice at home the processes they learn in school.

Suggested results indicators for these strategies:

- More students will be proficient/meet instructional goal.
- More students will understand how to solve a multistep word problem.
- More students will be able to write a short-constructed-response that includes correct process steps and a correct explanation.
- Planning for math instruction includes a daily modeling step.
- Modeling of short-constructed responses in mathematics, using graphic organizers, is done on a daily basis by each team teacher.
- Students are able to recite each of the steps in writing a short-constructed response.
- Students apply a graphic organizer to short-constructed responses on independent work.
- Students are able to write each of the steps in a short-constructed response.

Suggested results indicators—Other content-area/grade-level examples:

- % increase of students appropriately applying reading comprehension skills
- Addition of reading intervention program for K–2 students
- Time devoted to math instruction increased by 15 minutes per day
- Students responsible for completing one science performance assessment per semester
- At least 10% increase in the total number of grade 7 students proficient and higher as measured by a state writing assessment

Data Team Meeting Steps and Structure

Step 5: Determine Results Indicators (Continued)

Results indicators complete the statement: "When this strategy is implemented, we expect to see the following evidence . . . ."

Strategy selected in step 4:

Results indicators (what your team expects to see as a result of implementing the chosen strategy; two or three are suggested):

Strategy selected in step 4:

Results indicators (what your team expects to see as a result of implementing the chosen strategy; two or three are suggested):

Planning for Data Teams

Define your Data Teams:

Elementary Level	Middle Level	High School Level
• Usually by grade level • In small schools, could be combined teams encompassing spans: K–1, 2–3, 4–5 or even K–2, 3–5	**Two ways to consider:** **1. Teams.** Use where there is a core team of people who teach a constant group of students and have students in common (e.g., math, ELA, science, social studies) The team would focus on writing, note-taking, summarizing, vocabulary, and other universal, multiple-application learning strategies. **2. Content Areas.** Use where there is a group of teachers who have content in common (e.g., could be the three teachers who teach grade 7 math, science, etc.). **OR** In the case of a smaller school, this could be a function of the content-area department, whose members would focus on the learning taking place in that content area related to monitoring specific content objectives.	Usually by subgroups of departments aligned by: • Courses • Grade level of students • Honors, AP, IB, electives

1. Graph your potential teams based on 20XX school-year teaching configuration:

2. Identify with an asterisk (*) those teachers who are potential Data Team leaders:

Data Team Planning
Steps for Starting the Process and Getting It Right

Steps	Actions, Timeline, Who Is Involved, What Is Needed
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Data Teams: More Planning

1. Duration of Data Team meetings

2. Frequency of meetings

3. Schedule meetings

4. Data focus

Data Team Process: Start to Finish

1. **Examine expectations.** Begin with a small time element: a month, unit, chapter, or quarter.
    a. Examine the specific expectations for that specific time period (unit, quarter, month, etc.) by referring to curriculum guide, state framework, and standards documents.
    b. Formulate questions.
        i. What concepts and skills must students master as a result of your teaching during this time period (quarter, month, chapter, etc.)?

2. **Develop curriculum map.**
    a. What does your year-long map look like?
    b. How will you strategically place/schedule content and concepts during the year so that students will have optimal time to understand concepts and apply skills?

3. **Create a common post-assessment.** This will be administered at the conclusion of the teaching time (unit, quarter, month) based on what students must master (Power Standards).

4. **Administer the common post-assessment BEFORE teaching.** At this time it acts as a pre-assessment.
    a. What foundation do students already have?
    b. What knowledge, understanding, and skills do students already have about the topic that they are about to study?
    c. Which students are starting absolutely at square one in terms of understanding the concepts and/or applying the skills?
    d. Send pre-assessment data to Data Team leader.

5. **Go through the five formal and definitive steps of the Data Team process:**
    a. *Step 1—Collect and chart data.*
    This data is generated from the pre-assessment. Data Team leader prepares a simple graph with pre-assessment data, including total number of students, students who are proficient or higher, students who are not proficient, and percentage of students who are proficient or higher.

Teachers' names	# students who took assessment	# students proficient and higher	% students proficient and higher	# students not proficient	# and names of students likely to be proficient at end of instructional time— *students already close*	# and names of students likely to be proficient at end of instructional time— *students who have far to go*	# and names of students not likely to be proficient— *intervention group in need of extensive support*
Manuel	26	7	27%	19			
Marie	29	4	14%	25			
Thomas	32	3	9%	29			
Angela	31	8	26%	23			
Totals	**118**	**22**	**19%**	**96**			

    b. *Step 2—Analyze strengths and obstacles.*
    With actual student papers in hand, examine papers for what students are able to do, as well as for what is missing. What is present becomes strengths. What is missing becomes obstacles or challenges, which then become the priority—the FOCUS—for the teaching unit.

Strengths of student work (evidence)	Obstacles/challenges (content/skills in which students have little or no foundation)
[This information becomes the basis of your celebration.]	[This information determines your priorities or focus.]

c. *Step 3—Establish goals: set, review, revise.*
Use an exact form of goal statement to include all parts of the information needed in a SMART (Specific, Measurable, Achievable, Relevant, and Timely) goal.

Example:
% of **Grade 7 students** scoring proficient and higher in **Mathematics** will increase from **28%** to **73%** by the **end of October** as measured by a **team-created assessment** administered on **October 30 (31 make-up date)**.

d. *Step 4—Select instructional strategies (what will you do for YOUR students?)*
i. What concepts are the focus of the specific time period (unit, quarter, month, etc.)?
ii. What are student intervention needs? Drastic measures requiring drastic action?
iii. What strategies will you implement that will have greater impact student achievement?
iv. Keeping in mind the effective teaching strategies, which techniques will you select to focus on? Which strategies will help the most students and maximize learning?

Techniques:

Comparing
Classifying
Creating Metaphors
Creating Analogies
Summarizing
Note-Taking
Effort
Recognition
Homework
Practice
Nonlinguistic Representation
Cooperative Groups
Setting Objectives
Providing Feedback
Generating Hypotheses
Testing Hypotheses
Cueing
Questioning
Advance Organizers (graphic organizers)
Writing

e. *Step 5—Determine results indicators.*
i. "When WE implement the strategies/techniques identified in step 4, then WE expect the following in terms of what students will demonstrate":

Students will demonstrate:
- Understanding of concepts and skills (e.g., math)
- *Increased confidence*
- Increased application when using the comparing strategy in all subjects
- Improved ability to think in more complex ways

Teach and then assess (using formative assessment techniques; part or all of the pre-/post-assessment is appropriate to see students' learning in relation to proficiency of expected outcomes). Using a variety of instructional techniques and learning activities for students, begin the instructional cycle again.

1. **Administer and score post-assessment** created before instruction took place.
2. **Submit data to Data Team leader** to prepare for Data Team meeting.
3. **Meet as a team/department** to determine if goal was met, and next steps.
4. **Examine curriculum map** for next unit, month, quarter, etc. Begin cycle again; see step 1 and repeat steps.

Questions for Data Team Leaders to Use when Facilitating Data Team Meetings

The following questions are intended to serve as a resource to assist the Data Team leader during the meeting. Select questions based on the needs that arise during your Data Team meeting.

Step 1. Collect and chart data and results: What do the data say?

- What are we attempting to measure/monitor?
- Did our assessment measure the skills and/or concepts that we need to monitor?
- Did we notice anything unusual during the assessment that should be addressed?
- Did we include too many items on the assessment, or was it the right length?
- Did the assessment questions require rigorous thinking? (higher levels on Bloom's Taxonomy: evaluation, synthesis, analysis)
- Should we revise any questions for the post-assessment? (Remember that we want to compare pre- and post-assessment results.)

Step 2. Analyze strengths and obstacles: Analyze, *then* prioritize

- What are the strengths of the student responses we have collected?
- Do any responses stand out?
- What is a sample of an ideal/proficient response? (Do we know what we consider proficient? Do we agree on what proficiency looks like?)
- Which questions had a high number of correct responses?
- Which questions were left blank or had a very low response rate? (We will consider these for targeted instructional/learning objectives.)
- What question or questions seem most difficult for students? On which concepts will we need to give focused and direct instruction?
- What learning needs are evident?

Step 3. Establish goals: set, review, revise

- Is our goal a SMART (Specific, Measurable, Achievable, Relevant, and Timely) goal?
- Specific: students, group, content area, objective(s)
- Measurable: can be measured with an assessment
- Achievable: is our goal within our reach? We need to consider increases in proficient students, advanced students, and students who showed growth.
- Relevant: are these concepts and skills stated in the Power Standards?
- Timely: how much time do we expect to spend focusing on this topic? Three weeks? Six weeks? Not all goals are monthly. Short-term goals often encourage teachers because progress is measured more frequently and teachers see results more quickly.
- Did we complete all the details related to a powerful goal?
- Are we all committed to helping students reach their learning goal?
- What obstacles stand in the way of reaching our student learning goal? (This question could also be asked in step 2. This way any obstacles or reservations are addressed during the meeting.)

Step 4. Select instructional strategies

- What specific best practices and effective teaching strategies will we emphasize during this teaching/learning cycle? (The strategies listed on the template are from *Classroom Instruction That Works* by Marzano, Pickering, and Pollack (2001)).
- Do we need any resources to learn more about the strategies?
- Does everyone know what the strategies look like in action?
- Do we need to model application of the effective teaching strategies during this meeting?
- What does the research say about the effectiveness of the strategies we have chosen?
- Let's revisit the daily strategies that we will use/implement on a daily basis.
- Let's review the strategies we will focus on for a specific skill, process, or concept.
- Do we need to improve our environment for optimal learning?
- Does any aspect of the physical environment have to be addressed (desks, centers, access to materials, cooperative learning, etc.)?
- Do we need to improve the classroom environment to increase the motivational level for all students? How do we encourage risk-taking? How do we motivate students who don't care? How do we invite students who have been disconnected for too long?
- What is our anticipatory set?
- What materials do we need for instruction?
- What materials do students need to accomplish the tasks they must complete? Do we need materials to provide opportunities for additional practice?
- How many days will we focus on students learning [name specific] concepts/content?
- How many days will we focus on students learning [name specific] skills/processes?
- How many days will we focus on practicing the knowledge?
- What will the assessments and assignments be for all students, and on what days will we assign them?
- After three days of focused instruction, what will confirm to us that the required learning has occurred?
- How will we monitor progress and rigor?
- What exactly will tell us if proficiency has been achieved? Define proficient for a given skill/concept/process.
- How will we prioritize our actions to address these learning needs? Based on these priorities, how should we align and plan instruction?
- How long do we need to spend on the various concepts, skills, and processes we EXPECT students to master by the end of the overall learning time (chapter, unit, time period)?
- What strategies will we implement for those students who lack the foundation necessary to be successful on the new material we will present? (Intervention strategies are usually discussed here.) What short-term intervention should occur? What short-term, flexible grouping is needed for targeted learning to occur? (These small, flexible groups may last for only 20 minutes a day for 4 days, and must not be viewed as permanent groups.) When we prioritize the instructional needs of our students, we focus our efforts and increase the likelihood of their success.

Step 5. Determine results indicators

Results indicators can include teacher and student behaviors, and can use both qualitative and quantitative data.

- How will we know if students are learning as a result of our specific instructional strategies?
- Exactly what should we see students applying after 5 days of instruction, 10 days of instruction, 15 days of instruction?
- What will directly link learning with specific strategies? (For example, teachers use the *flow map* (a nonlinguistic representation) during instruction of concepts and ideas. Teachers then assess student learning by giving students a flow map to complete, noting the important information of cause/effect.)
- In our quick-writes, administered at the end of each day/session/period, what questions will reveal specific but on-target learning?
- What overall application behaviors will we be able to see/note if the desired learning is occurring as a result of our focused instruction and use of instructional strategies?
- How will we confirm that the entire team has implemented the strategies that were collaboratively and collectively agreed upon? To what degree will we know whether the strategies are being implemented as *intended* and *described* during our team meeting? (This is the teacher-to-teacher accountability key.)

Suggested Resources

Ainsworth, L., & Viegut, D. (2006). *Common formative assessments: How to connect standards-based instruction and assessment.* Thousand Oaks, CA: Corwin Press.

Introductory Level

Piercy, T. (forthcoming). *Compelling conversations.* Englewood, CO: Advanced Learning Press.

Advanced Level

White, S. (2005). *Beyond the numbers.* Englewood, CO: Advanced Learning Press.

White, S. (2005). *Show me the proof!* Englewood, CO: Advanced Learning Press.

- Do Data Team members talk about student outcomes in terms of adult behaviors?
- What data must be collected so that members are able to make program adjustments with agility and precision?
- How do classroom assessment results compare to standardized assessments?
- How do Data Teams select, collect, and analyze the essential data needed to ensure continuous improvement?
- What strategies have been most effective in regard to student mastery of the standards?
- How do Data Teams know that all students are learning the standards that are essential for them to be successful in the next grade level?
- Are the Tier I Indicators still the most important goals to be working on?
- Are the Tier II Indicators being implemented with fidelity?
- Are the Tier II Indicators yielding the desired student achievement results?
- Are District Improvement Plans, School Improvement Plans, and lesson plans in alignment?
- How are Data Team results communicated to other levels in the system?
- How are Results Indicators being monitored to determine whether plans are being implemented and if they are effective?
- How does the work of Data Teams inform improvement planning efforts?
- How does the work of Data Teams inform curriculum revision?
- How is technology being used to collect, analyze, and report data?
- How does the work of Data Teams inform resource allocation (e.g., budget, professional development, etc.)?

Guiding Questions for Instructional Data Teams

- Are teachers developing quality Common Formative Assessments that are *for* learning and not just a summative assessment *of* learning?
- Are teachers setting goals that are specific, measurable, achievable, relevant and time-bound?
- How are Instructional Data Team goals furthering school improvement objectives?
- How does the selection of Effective Teaching Strategies in the Data Team process inform lesson and unit planning?
- How do teachers identify purposeful interim measures to gauge progress as Effective Teaching Strategies are implemented?
- How does the Data Team extend instruction for students who are already proficient?
- How does the Data Team provide intervention for students who need extra support?
- What strategies have proven most effective in regards to student mastery of the standards?
- Do Data Teams collaboratively plan lessons?

Draft Data Team Rubric

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)
Data Team Meeting		
1 Collect & Chart Data & Results	• Data assembled in discussion format prior to start of meeting	• Results include number and percentage of students " almost proficient" • Results are disaggregated according to specific school needs
2 Analyze Strengths & Obstacles	• Identification of strengths and weaknesses that are within the direct influence of teachers • Weaknesses are prioritized to reflect those areas that will have largest impact	• Targeted weaknesses have impact in multiple areas – ex. "identifying supporting details"
3 Goals	• Goals are SMART	• Reflect a consideration of students "almost proficient" and student by student consideration of what other students can reach the goal
4 Instructional Strategies	• Strategies reflect actions of the adults in the system that change the thinking of students • Prioritized to reflect those strategies that will have greatest impact • Includes teacher modeling of how selected strategies would be implemented • Research based	• Strategies selected impact multiple content areas
5 Determine Results Indicators	• Describes teacher and student behaviors that will be seen if the selected strategies are implemented • Describes the change in student performance to the expected if strategy is having desire impact	• Establishes interim time-frame to monitor the implementation of the strategy • Clear and detailed descriptions that allow others to replicate the described practices

Drafted by Tony Flach, Center for Performance Assessment for New Haven Public Schools 2006
Includes some material from the Stupski Foundation and the Connecticut Department of Education DDDM/DT Indicators of Success

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)
Data Team Meeting (continued)		
Member Participation	• Actively seek to understand instructional practices described in order to ensure appropriate implementation • Openly reflect on own instructional practices • Share ideas, successes, and challenges • Adhere to meeting time and purpose • Bring student evidence and other required resources to meeting	• Members apply learned practices to classrooms and serve as models for other team members or teachers • Members actively solicit ideas, successes, and challenges from each other • Assist team members in adhering to stated timeframes and purpose of meeting
Norms	• Team operates by clearly defined and collaboratively developed norms for professional behavior • Norms are referenced prior to each meeting • Norms are reflected upon and modified as necessary	• Agreed upon norms are internalized • Team serves as model for professional behavior for other teams in school or district

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)
Support Structures for Collaboration		
Agenda	• Outlines 5 steps of the data team process • Indicates targeted instructional area and accompanying standards • Includes next meeting date • Includes next assessment date • Allocates time for each component of meeting • Focused entirely on collaborative analysis of student work	• Includes reminders of agreed upon norms • Includes reminders and descriptions of role of facilitator and team leader • Includes reflections of current team status against goal as appropriate (results from previous assessment, pre-assessment, etc.) • Indicates expected impact on other standards from improvement in targeted standards (leverage)
Minutes	• Accurate representation of meeting process • Includes list of members present • Indicates prioritized needs for team focus • Describes agreed upon strategies • Results indicators reflect desired changes in student and teacher behaviors • Descriptions of strategies and results indicators are specific and allow team members to consistently implement agreed upon actions • Available to team within 48 hours • Descriptive enough for leadership to be able to identify team needs and required supports	• Available to team at the end of meeting • Record of collaboration, analysis, and strategies allows for replication of practices by professionals outside of the team

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)
Support Structures for Collaboration (continued)		
Scheduling	• Meetings are scheduled on a regular, consistent basis • Meetings are held at least monthly • Meetings are within 3 days of availability of data • A minimum of 45 uninterrupted minutes is available for collaboration	• Interim meetings are scheduled to collaborate on strategy implementation and make required adjustments
Data	• Results are available within 3 days of assessment • Disaggregated by standard and indicator to support identification of strengths and needs • Disaggregated by teacher • All team members have results including support personnel who may not be able to attend meeting • Targeted groups of students identified by name • Supports timely, specific, and relevant feedback to teachers and students to improve performance	• Available by the next work day • Disaggregated by significant sub-groups • Teachers only report data once • All stakeholders aware of data • All student needs identified • Supports independent student goal setting
Follow-Up	• Clear time lines and responsibilities are delineated for resources/support identified during data team meeting • Support is provided to team within identified timelines • Data Team Leader/Facilitator meets with building administrator within one week of team meeting to discuss needs, resources, etc.	• Support is available to teams immediately o Ex. "Just in time" professional development occurs for identified strategies • Administrator is present during meeting and leaves with clearly identified action steps to support team decisions

Steps/Components	Proficient	Exemplary (All Proficient Criteria PLUS)
Support Structures for Collaboration (continued)		
Administration	• Knowledgeable of data team process • Provides time for collaboration on a scheduled, consistent basis • Models an inquiry-based attitude • Aware of team goals and identified, prioritized areas of need • Aware of instructional practices selected • Able to articulate resources, materials identified by team in order to support selected practices • Promptly provides support identified • Attends meetings on a regular basis • Publicly celebrates successes of teams	• Attends meetings as frequently as possible • Serves as a model for administrative support of data team process • Provides regular opportunities for team members to publicly share their successes • Provides structures that allow teacher modeling and observation of successful practices

Getting Ready

Incomplete

Rating Scale: 0 = No Knowledge; 1 = No Evidence; 2 = Emerging Evidence; 3 = Adequate Evidence; 4 = Exemplary Evidence

Vision for Data Use

	Rating:
The district has a vision for data use that aligns with and furthers the wider district mission and vision.	2
The district's vision for data use is widely understood and accepted by all stakeholders.	2
The vision is supported by district policies and published expectations that support the use of inquiry and data for instructional, school, and district improvement.	2
Practice Average:	2

District Data Team

	Rating:
The district has an established District Data Team or has designated another team to fulfill those functions.	1
The District Data Team has a data champion, a data manager, and additional members with the range of skills and perspectives needed to address the functions of the Team.	1
The District Data Team has a clear sense of its purpose and role in furthering the district's vision for data use.	1
The District Data Team has a written plan that outlines the membership, roles, and responsibilities of the Team, and this is publically communicated.	1
The District Data Team uses effective team practices (starting and ending on time, appointing a moderator, following an agenda, appointing a note-taker, and clearly communicating regular meeting times).	1
The District Data Team accomplishes its tasks effectively (action items are clearly noted with the people responsible and timelines for completion; Team communicates with all stakeholders).	1
Practice Average:	1

Assessment Literacy

	Rating:
District Data Team members are fully fluent in and have a shared understanding of contemporary, standards-based assessment terms and concepts, e.g., summative assessments, formative assessments, performance levels.	1
District Data Team members know what assessments are in use in the district and understand each assessment's purpose.	1
Members of the District Data Team actively support the development of assessment literacy in district colleagues, school data teams, and others through professional development offerings, coaching, and modeling.	1
Practice Average:	1

Data Technology(ies)

	Rating:
Resources, e.g., user manuals, job aids, IT support, for data technology(ies) exist and are easily accessible to district and school users.	2
The district has technology(ies) for collecting and combining data from multiple sources, e.g., demographics, grades, assessment data, attendance.	3
Practice Average:	2.5

Data Inventory

	Rating:
The district has a comprehensive inventory of demographic, assessment, and other data available to inform improvement plans and instructional practices.	3
The data inventory is published and available to all, along with a regularly updated schedule to communicate how and when each type of data becomes available.	3
Practice Average:	3

Data Collection	Rating:
The District Data Team solicits feedback from stakeholders to identify opportunities for improvement in methods of data collection, management, and reporting.	2
The District Data Team regularly uses established methods of communicating and coordinating with stakeholders at all levels regarding data work.	2
Protocols or procedures are regularly used to ensure accuracy of data.	1
The District Data Team collects and reviews data from non-electronic sources, such as *Learning Walkthroughs,* Common Planning Time (CPT) Self-Assessment, and interviews with principals and other staff.	2
Practice Average:	1.75

Data Access	Rating:
The district has clear policies for data access that conform to state and federal requirements.	1
The District Data Team has knowledge of what data reports are disseminated to which stakeholders, when, why, and what actions are taken as a result.	1
Practice Average:	1

Change Management	Rating:
District Data Team members are able to identify and address potential resistance to change before problems occur.	1
Practice Average:	1

Getting Ready Composite Average:	1.565

Inquiry

Incomplete

Rating Scale: 0 = No Knowledge; 1 = No Evidence; 2 = Emerging Evidence; 3 = Adequate Evidence; 4 = Exemplary Evidence

Question Formulation

	Rating:
The District Data Team clearly articulates a focusing question to guide the inquiry process.	1
When determining a focus for the inquiry process, the District Data Team considers high-level data and also solicits input from school and district leaders and other stakeholders regarding areas of priority concern, e.g., dropout rates, programs to evaluate.	1
Practice Average:	1

Data Displays

The IT staff and District Data Team create user-friendly data displays (charts, tables, and reports) that facilitate meaningful conversations and promote new insights on the work of the district in service of teaching and learning.	2
Practice Average:	2

Data Overviews

	Rating:
The District Data Team creates effective data overviews (presentations to an audience) that are tied to identified questions.	3
The District Data Team presents data overviews to appropriate audiences to introduce stakeholders to the inquiry process.	1
Data overviews engage stakeholders in discussions of high-level data and solicit their input on the formation of the questions that will guide the inquiry process.	1
Data overviews result in collaborative discussions about the meaning of the data, clarifying questions to focus the inquiry, and a list of data potentially needed to address the questions.	2
Practice Average:	1.75

Priority Identification

	Rating:
The District Data Team prioritizes among identified areas of need arising from the inquiry process.	2
The District Data Team examines new initiatives and priorities in the context of available resources and ongoing initiatives to ensure alignment.	2
Practice Average:	2

Inquiry Composite Average: 1.66667

Information

Incomplete

Rating Scale: 0 = No Knowledge; 1 = No Evidence; 2 = Emerging Evidence; 3 = Adequate Evidence; 4 = Exemplary Evidence

Data Collection Planning

	Rating:
The District Data Team has a system to identify who will gather and organize data needed for analysis (related to the specific focusing and clarifying questions), by when, and from where.	3
Practice Average:	3

Data Analysis

	Rating:
The District Data Team understands the differences between factual observations and inferences generated from analyzing data and is rigorous about distinguishing between the two when discussing evidence.	1
Assessment data are analyzed in aggregate and disaggregate formats.	3
Assessment data is triangulated with other data, e.g., attendance, benchmark assessments, demographics, data from *Learning Walkthroughs,* stakeholder surveys, or central office processes.	2
Data analysis at the district level is conducted collaboratively within and among departmental teams.	3
Data analysis results in the identification of specific problems or questions that need to be addressed, e.g., problems at the student level, classroom level, school level, or district level.	2
Practice Average:	2.2

Information Composite Average: 2.3333

Knowledge

Incomplete

Rating Scale: 0 = No Knowledge; 1 = No Evidence; 2 = Emerging Evidence; 3 = Adequate Evidence; 4 = Exemplary Evidence

Root Cause Identification

	Rating:
District Data Team members know and implement multiple protocols for the safe discussion of root causes.	2
Root cause analysis helps the Team decide on the one potential factor that, if addressed, would eliminate or dramatically alleviate the problem.	2
Practice Average:	2

Connections to Research and Local Knowledge

Potential root causes and proposed solutions are investigated through the consultation of research to construct strong inferences about possible solutions/action steps.	2
Potential root causes and proposed solutions are also investigated through the consultation of local knowledge or expertise to construct strong inferences about possible solutions/action steps.	2
Potential root causes and proposed solutions are also investigated through the consultation of information on programs and practices (including data on instruction) to construct strong inferences about possible solutions/action steps.	2
Practice Average:	2

Shared Knowledge Base

	Rating:
The District Data Team keeps and references a problem log or meeting records documenting questions raised to guide further inquiry.	1
The District Data Team encourages collection, dissemination, and active use of one or more forms of documentation of lessons learned and promising practices from improvement efforts in a library of local knowledge.	1
Practice Average:	1

Knowledge Composite Average: 1.714

Action

Incomplete

Rating Scale: 0 = No Knowledge; 1 = No Evidence; 2 = Emerging Evidence; 3 = Adequate Evidence; 4 = Exemplary Evidence

Action Planning	**Rating:**
The District Data Team uses a theory of action to focus action planning efforts.	2
The District Data Team uses a defined process for action plan development.	2
The action planning process considers ways to refine or reallocate existing resources, structures, and initiatives before proposing brand new ones.	2
Action plans identify the available resources necessary to carry out the action steps.	2
The district can justify to stakeholders how it uses resources to achieve desired outcomes.	2
District personnel can articulate the district's program goals.	2
District personnel can articulate their role in achieving program goals.	2
Practice Average:	2

Action Composite Average: 2

Results

Incomplete

Rating Scale: 0 = No Knowledge; 1 = No Evidence; 2 = Emerging Evidence; 3 = Adequate Evidence; 4 = Exemplary Evidence

Evaluating Results

	Rating:
District personnel have had formal training in program evaluation.	1
The district evaluates the efficacy and impact of programs based on student outcomes.	1
The district uses a defined process to evaluate programs and initiatives.	1
The district's evaluation plans include intermediate and long-term outcomes.	1
The district consults its evaluation plans throughout the year.	1
The district makes mid-course adjustments to the action plan as necessary, based on formative/progress data.	1
The district typically achieves its program goals.	1
Practice Average:	1

Communicating Results

	Rating:
The District Data Team has a process and tools for communicating interim and summative results to stakeholders.	2
The district uses the results of program evaluations to inform the development of new programs.	2
The district has a process for codifying best practices at the district, school, or classroom level.	1
The process for communicating results creates opportunities to solicit feedback to inform the development of new focusing questions.	1
Practice Average:	1.5

Results Composite Average: 1.1818