

Education Yes Subset (40) Template

(This is a working document. You must complete the EdYES! (40) online.)

Introduction for EdYES! (40)

Purpose of Report

Education Yes Subset (40) provides both a snapshot of current school performance and a ladder for educators, supplying feedback and directions to assist them on a path of meaningful change. The Education Yes Subset (40) School Performance Indicators are based on the School Improvement Framework. Based on a review of the research on school improvement, rubrics to measure 40 key characteristics have been selected as having the most effect on student achievement. The Education Yes Subset (40) School Performance Indicators engage the school community in an in-depth assessment of each of the 40 Key Characteristics. In completing the report, the school identifies the level of achievement on each Key Characteristic, and documents the evidence used to support the level of achievement. The self assessment helps the school identify areas of strength and opportunities for improvement.

Michigan Department of Education began publishing both the school's self-rating and the evidence reported for each indicator in 2005. The school's self-rating for each characteristic, and the evidence provided, is available to the public on the School Report Card.

Structure of the Report

The Education Yes Subset (40) report is organized by the School Improvement Framework Strands and Standards. For each standard, the report addresses a set of key characteristics and evidence. Each characteristic has four levels of achievement: Getting Started, Partially Implemented, Implemented, and Exemplary. The school should use the rubrics for each characteristic as an opportunity to ask itself tough questions and to respond with accurate answers geared toward self-improvement. The process for assigning a rating involves reading the rubric descriptors that correspond to each rating, and clicking on each descriptor box that accurately describes activities or processes in place at your school. The system is designed to display a check mark for the highest level in which your school has completed all the descriptors. In addition to assigning a rating, the school must list or describe the evidence used that supports the rating on each characteristic. Sample evidence is provided that school users may highlight, copy, and paste into the evidence box. Ample space is provided to list additional school-specific evidence that supports the level of achievement. For each key characteristic in which a rating of "Getting Started" or "Partially Implemented" is earned, schools must also check the content area impacted by this characteristic's rating. After completing the 40 Indicators in Education Yes Subset (40), a summary page is available so the school can quickly see areas of strength and opportunity.

School Information

Please review your school information below. This information is imported from the Educational Entity Master annually prior to the reporting period. Please access the Educational Entity Master to update your school information if necessary (<http://cepi.state.mi.us/eem/>).

School Name:	
District Name:	
Public/Non-Public:	
Grades:	
School Code Number:	
Country:	
State/Province:	
City:	

Strand I – Teaching for Learning

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 1 - Curriculum

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

BENCHMARK A: Aligned, Reviewed and Monitored

School/district written curriculum is aligned with, and references, the appropriate learning standards (MCF, AUEN, ISTE, GLCE, HSCE, METS, etc.).

Key Characteristic - I.1.A.2 Standards Alignment

The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

Questions to Consider

1. What data do you have that the district's local curriculum is tightly aligned with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (MCF) (where appropriate) in all other subject areas?
2. In what ways is staff from the schools involved in this alignment process and to what extent is their involvement?
3. Based on this alignment process, which areas of the curriculum, if any, are not aligned to the MCF or Content Expectations (GLCE, HSCE)?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Less than half of the local curriculum includes the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework, CTE program standards or course content expectations as appropriate.
<input type="checkbox"/>	The curriculum is not aligned to the standards.

Partially Implemented:

<input type="checkbox"/>	More than half of the local curriculum includes the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework.
<input type="checkbox"/>	The curriculum for English Language Arts and Mathematics is aligned to the standards or course content expectations.
<input type="checkbox"/>	The alignment of the core areas of Science and Social Studies are in the process of being completed.

Implemented:

<input type="checkbox"/>	The local curriculum includes most of the Content Expectations (GLCE, HSCE), Michigan Curriculum Framework, CTE program standards, or course content expectations as appropriate.
<input type="checkbox"/>	The core areas of English Language Arts, Mathematics, Science, and Social Studies are aligned to the standards.
<input type="checkbox"/>	Documentation for the Visual, Performing, and Applied Arts are in the process of being aligned.

Exemplary:

<input type="checkbox"/>	All local curriculum includes 100% of the Content Expectations (GLCE, HSCE), Michigan Curriculum Framework, or course content expectations as appropriate.
<input type="checkbox"/>	The school is in the process of aligning the curriculum for all additional areas taught including: Career and Employability Skills, Health and Physical Education, Technology and World Languages.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Curriculum guides:	Guides reference the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) Guides contain scope and sequence
<input type="checkbox"/> Curriculum maps:	Maps contain specific information regarding what is taught and where it is taught
<input type="checkbox"/> Pacing guides:	Guides organized with detailed information useful in daily instructional practice
<input type="checkbox"/> Curriculum committee meeting minutes:	Minutes reflect discussions regarding alignment

BENCHMARK B: Communicated

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

Key Characteristic - I.1.B.1 Staff

Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

Questions to Consider

1. How do teachers know what they are expected to teach in their grade/course?
2. How do teachers know the curriculum for the grade(s)/course(s) that precede and follow their current assignment?
3. If the school does not have a plan for supporting at grade level and across grade level dialogues, explain why this is acceptable practice based on the research.

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The curriculum documents are available to staff.
<input type="checkbox"/>	Limited time has been made available for staff to discuss the documents beyond their individual classroom.

Partially Implemented:

<input type="checkbox"/>	Although opportunities to understand the curriculum exist, they are limited in nature and occur primarily on an individual basis at individual grade levels or programs.
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Implemented:

<input type="checkbox"/>	Staff has a variety of opportunities to actively explore the curriculum and dialog with colleagues.
<input type="checkbox"/>	A process is in place to share all aligned curriculum documents with all staff, and includes opportunities for questions and clarification within and across grade levels and programs of study.

Exemplary:

<input type="checkbox"/>	In order to provide cohesion of curriculum within and across grade levels and content areas, staff members are given frequent opportunities to examine their own curricula and dialog about curriculum above and below their assigned grade level or program of study.
<input type="checkbox"/>	Alignment of the standards and benchmarks includes cross-referenced models so that teachers of all subject areas and grade levels can review the curriculum of the entire school.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas and minutes:	Extent of conversation centered around curriculum Agendas that promote curricular discussions within and across grade levels
<input type="checkbox"/> Written curriculum documents:	Extent to which the written curriculum cross-references grade levels and content areas
<input type="checkbox"/> Communication avenues including newsletters, on-line communication, displays:	Extent to which the content of the communications includes references and descriptions of curriculum
<input type="checkbox"/> CTE Program Standards:	Program alignment documents
<input type="checkbox"/> Career Clusters Standards:	Mastery Level Grids

Key Characteristic - I.1.B.2 Students

The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

Questions to Consider

1. How are the content expectations communicated to students in a manner they can understand?
2. Describe how staff is held accountable for clearly communicating the expectations to students.
3. What process is in place to ensure that students understand what is expected of them on a daily basis?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Teachers provide an initial outline of a unit of study but the specific goals and objectives of the unit are not made clear to the students/caregivers.
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Partially Implemented:

<input type="checkbox"/>	While all teachers provide students with an initial unit outline, some teachers also preview the goals and objectives of the units of study with students/caregivers.
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Implemented:

<input type="checkbox"/>	A process is in place for all teachers to preview the goals and objectives of the units of study with students/caregivers.
<input type="checkbox"/>	A system is in place that provides all teachers with a developmentally-appropriate way of articulating the curriculum to their students.

Exemplary:

<input type="checkbox"/>	Teachers provide meaningful examples of real life application of the goals and objectives of each unit of study.
<input type="checkbox"/>	At the beginning of a unit of study, students/caregivers are provided a clear understanding of how the goals and objectives will be assessed.
<input type="checkbox"/>	Documents written in student-friendly language are translated into other primary spoken and written languages of the school and are reviewed orally.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Course descriptions:	Sophistication and clarity of language employed Description of accommodations for non-English speakers
<input type="checkbox"/> On-line communications:	Ability of students to easily access specific information related to the curriculum or courses being taken
<input type="checkbox"/> Competency profiles and syllabi:	Classroom running records
<input type="checkbox"/> IEP:	Goals and objectives
<input type="checkbox"/> EDP:	Updated EDP
<input type="checkbox"/> Documentation from Parent/Caregiver Curriculum Nights (MEAP, Reading First, Title I):	Agendas; information packets; sign-in sheets
<input type="checkbox"/> Family newsletter:	Articles focusing on curriculum

STANDARD 2 - Instruction

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

BENCHMARK A: Planning

Processes used to plan, monitor, reflect and refine instruction that supports high expectations for all students.

Key Characteristic - I.2.A.1 Content Appropriateness

The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

Questions to Consider

1. How are classroom lessons aligned to the school's/district's written curriculum?
2. How is the daily/monthly/yearly structure designed to support at grade and across grade staff collaboratively planning and monitoring instructional practices for their common curriculum?
3. What process ensures that the appropriate levels of thinking are being incorporated into instructional units?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The content of the textbooks/instructional materials employed by the school/program drive the curriculum. The school/program has not attended to the alignment of the material in the text to the scope and sequence of the district.
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Partially Implemented:

<input type="checkbox"/>	Some staff members have taken the initiative to plan their lessons based upon the curriculum framework/content expectations.
<input type="checkbox"/>	Curriculum is being written with attention being paid to articulation within age/grade levels and content areas.

Implemented:

<input type="checkbox"/>	Classroom teachers base their lessons on the district's/program's written curriculum.
<input type="checkbox"/>	The school has structures in place for classroom teachers within and across grade levels and content areas to plan appropriate instructional practices for their common curriculum.

Exemplary:

<input type="checkbox"/>	Classroom instruction is consistent with the curricular scope and sequence and teachers base their content decisions on a dialog among teachers using data from the examination of student work, student and schoolwide assessments.
<input type="checkbox"/>	Standards-aligned, field-tested and published resources are adopted where appropriate.
<input type="checkbox"/>	Age/grade level curriculum and/or course of study/content expectations are aligned and clearly documented.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Curriculum calendars/pacing guides/ lesson plans:	Alignment of instructional activities with scope and sequence
<input type="checkbox"/> Adopted texts and other resources:	Materials are aligned with standards and field-tested
<input type="checkbox"/> Meeting agendas and minutes:	Written documentation of curriculum planning within and across grade levels
<input type="checkbox"/> Written units/instructional plans:	Alignment with grade level & course content & district curriculum
<input type="checkbox"/> Observational protocols:	Consistency of use of higher order thinking skills and demonstration of high expectations for student success
<input type="checkbox"/> CTE Programs of Study:	CTE Curriculum/standards/curriculum resource guides
<input type="checkbox"/> Career Clusters:	Career Clusters Mastery Level Grids

Key Characteristic - I.2.A.2 Developmental Appropriateness

Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Questions to Consider

1. What strategies are staff members using to ensure that ALL students have equal access to the aligned curriculum?
2. How are staff using different strategies to individualize instruction based on student needs (both high and low)?
3. Based on student achievement data, what needs for differentiated instructions are indicated?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The delivery of instruction is driven by the need to cover the content of the entire scope and sequence of the grade level or subject. As a result, little time is devoted to considering instructional practice that is developmentally appropriate.
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Partially Implemented:

<input type="checkbox"/>	Less than half of the adopted curriculum is developmentally appropriate with attention being paid to age-appropriate characteristics, cultural differences, learning styles and individual learner abilities.
<input type="checkbox"/>	Fewer than half of the teachers in the school or cross-school programs are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.

Implemented:

<input type="checkbox"/>	The majority of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities.
<input type="checkbox"/>	Over half of the teachers in the school or cross-school programs are consistent in the use of developmentally appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.

Exemplary:

<input type="checkbox"/>	With rare exceptions, all of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities.
<input type="checkbox"/>	Most teachers in the school or cross-school programs are consistent in the use of developmentally appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Instructional plans/lesson plans:	Variety of instructional activities and options for individual learners; relevant activities; activities demonstrating recognition of cultural differences; cooperative group instruction
<input type="checkbox"/> Curriculum guides:	Multiple approaches to instruction; relevant curriculum
<input type="checkbox"/> Observational protocols:	Variety of instructional approaches; relevance of activities; cooperative group instruction; engagement of learners
<input type="checkbox"/> Curriculum used in after-school, summer school and support classes:	Examples of developmental appropriateness

Key Characteristic - I.2.A.3 Reflection and Refinement

A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

Questions to Consider

1. Describe the structure that supports and nurtures a collaborative culture in the school and that incorporates a philosophy of continuous improvement.
2. How are planned instructional processes reviewed and refined to meet the needs of all students?
3. How has the review of data been used to change instructional practice in the building?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The bulk of the reflection and refinement that occurs at the school is focused on the improvement of classroom and school procedures and policies.
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Partially Implemented:

<input type="checkbox"/>	Team(s) of teachers meets together on a regular basis. Although some discussion focuses on the improvement of instruction, the majority of time is spent either on procedural or individual student issues.
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Implemented:

<input type="checkbox"/>	School improvement is based upon school-wide collaborative team(s) which meets for the purpose of gathering data, analyzing information, and making school-wide decisions regarding changes in instructional practices.
<input type="checkbox"/>	Professional development decisions are based upon input from the collaborative school improvement teams.

Exemplary:

<input type="checkbox"/>	The school is organized around interdisciplinary and/or school-wide collaborative teams that review the effectiveness of instructional practices.
<input type="checkbox"/>	A continuous improvement process is in place whereby the interdisciplinary and/or cross-grade level collaborative teams gather data, analyze information, and make decisions to modify instructional practice including lesson plans and units.
<input type="checkbox"/>	Decisions regarding modification of instruction incorporate input from assessment data, students, parents and knowledgeable colleagues, and research.
<input type="checkbox"/>	Instructional improvement and the content of professional development is aligned. Support measures have been put in place such as demonstration classrooms, peer coaching, and professional study groups.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Agendas, meeting minutes:	Record of decisions made, process leading up to the decisions, record of individuals involved in the decisions and data employed to inform the decision
<input type="checkbox"/> Committee lists:	Committee membership and meeting schedules
<input type="checkbox"/> Current and historical instructional plans:	Changes in plans over time; student assessment data; MEAP results
<input type="checkbox"/> Survey Data:	Reports of decision-making process by stakeholder group
<input type="checkbox"/> Professional development plan:	Professional development based upon instructional improvement; professional development structures employed
<input type="checkbox"/> TRAC:	CIP Self-Review
<input type="checkbox"/> Collaborative Teaching Model:	CTE/Academic Curriculum

BENCHMARK B: Delivery

Instructional practices are used to facilitate student learning.

Key Characteristic - I.2.B.1 Delivered Curriculum

The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Questions to Consider

1. What structure is in place to provide time specifically for teachers to dialogue about instructional practices geared to meeting the needs of a diverse student population?
2. Describe the measures taken by the school to ensure that all students will have the support they need to meet the required expectations.

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Current instructional practices are seen to be the best methods to deliver a large amount of content over time. In addition, the school believes that its current modes of instructional practice are best suited to the student population that it serves.
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Partially Implemented:

<input type="checkbox"/>	Staff recognizes that current instructional practice is not adequately meeting the needs of the student population being served. Plans are in place to provide professional development that will address this issue.
<input type="checkbox"/>	Some staff members currently use varied instructional approaches and differentiated curriculum to meet the needs of all of their students.

Implemented:

<input type="checkbox"/>	A system is in place that allows for team(s) of teachers to have a dialog about instructional practices based upon school's or program's curriculum framework.
<input type="checkbox"/>	In order to improve student success in meeting the standards, all teachers employ a variety of instructional strategies and/or a differentiated curriculum geared to meet the varied needs of the student population.

Exemplary:

<input type="checkbox"/>	A formal process is in place to monitor curriculum delivery in the classroom and occurs in an on-going, scheduled manner. This process provides data that result in modifications to the school's delivered curriculum.
<input type="checkbox"/>	Teachers agree to employ a variety of common instructional strategies, as appropriate, in all their lessons. These strategies are designed to meet the varied needs of the student population.
<input type="checkbox"/>	Evidence exists that the delivered curriculum is based upon essential content and demonstrates that new units of study build upon information taught in prior units.
<input type="checkbox"/>	The school or program provides a variety of structures to support those students who require them in order to successfully achieve the district or state standards.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas and minutes:	Discussions and decisions made regarding instructional strategies and curriculum
<input type="checkbox"/> Observational protocols:	Records of instructional practices across the school
<input type="checkbox"/> Curriculum and unit plans:	Documentation of connections between units
<input type="checkbox"/> School schedule/staff list:	Staffing and scheduling demonstrating support for targeted students
<input type="checkbox"/> Teacher/student artifacts:	Demonstration of differentiated lessons and assignments
<input type="checkbox"/> IEP/504:	Sample lesson plan modifications
<input type="checkbox"/> Student Assistance Team's meeting minutes:	Functional Behavior Assessment Plans; Behavior Intervention Plans

Key Characteristic - I.2.B.2 Best Practice

There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Questions to Consider

1. How do all staff members demonstrate high expectations for student achievement?
2. How is technology integrated into the instructional program in all classrooms to meet the needs of individual learners?
3. What process is used to monitor and evaluate the effectiveness of best practice strategies being used in all classrooms? How are these data effectively communicated to others?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Instructional practices at the school or cross-school program emphasize the memorization of content and repeated practice of isolated skills. Learners are exposed to the same strategies regardless of their learning style or cultural background. Memorization of content and repeated practice of isolated skills is the norm.
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Partially Implemented:

<input type="checkbox"/>	The instructional plans of some staff members are written to take into account the diverse need of their students.
<input type="checkbox"/>	Individual teachers are exploring best practices and are beginning to implement new strategies in the classroom.

Implemented:

<input type="checkbox"/>	The majority of instructional plans have components built from insights on modern learning research, as appropriate to the student population being served. These might include activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge.
<input type="checkbox"/>	Technology is an important component in the differentiation of instructional practices.

Exemplary:

<input type="checkbox"/>	With rare exceptions, all instructional plans have components built from insights on modern learning research, as appropriate to the student population being served. These might include activities that activate prior student understanding, teaching of meta-cognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standard-aligned content knowledge.
<input type="checkbox"/>	Structured practices are in place for staff to research and implement best practice instructional strategies. Written documentation exists outlining the best practice strategies implemented including the effective use of technology. A system is in place to monitor and evaluate the effectiveness of best practice strategies being employed at the school or program.
<input type="checkbox"/>	Instructional practices are selected to align to the type of learning target (knowledge, reasoning, skill, performance or disposition) of the benchmark(s) and the matched assessment method(s) selected.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Teacher surveys	Results describing the impact of best practices on enacted curriculum
<input type="checkbox"/> Curriculum maps	Display of content standards, assessments, instructional strategies, and technology support
<input type="checkbox"/> Classroom walk-through journals	Documentation of best practices strategies being implemented
<input type="checkbox"/> School improvement plan / committee structures	Systems and structures for professional learning in place
<input type="checkbox"/> Minutes/action plans	Description of professional learning community structures being implemented and actions taken
<input type="checkbox"/> Instructional Plans	Incorporation of best practices into written plans
<input type="checkbox"/> Technology plan on file at ISD and MDE	Multiple year plan, resources, and individual roles and responsibilities
<input type="checkbox"/> Eighth grade technology literacy assessment	Student surveys, focus groups and progress reports
<input type="checkbox"/> IEP's/504	Progress reports, annual review, Multi-disciplinary Evaluation Team (MET)
<input type="checkbox"/> CIMS	Educational Benefit Review

<input type="checkbox"/> EDP	Appropriate placement into CTE programs
<input type="checkbox"/> Technology Curriculum Alignment	Alignment document produced during TRAC
<input type="checkbox"/> Curriculum Observational Assessment Booklet	Yearly growth

Key Characteristic - I.2.B.3 Student Engagement

Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Questions to Consider

1. How are students provided regular opportunities to demonstrate their learning using authentic content and context?
2. What is done to ensure that lessons emphasizing high-level thinking are taught on a regular basis?
3. How are cross-curricular integrated units of instruction used to meet the needs of all students?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Classroom instruction emphasizes primarily memorization and rote learning.
<input type="checkbox"/>	Few opportunities are provided for students to apply their knowledge in a real world context.

Partially Implemented:

<input type="checkbox"/>	Some opportunities are provided for students to apply knowledge in a real world context.
<input type="checkbox"/>	When developmentally and cognitively appropriate, some lessons are taught that emphasize higher order thinking skills.

Implemented:

<input type="checkbox"/>	Frequent opportunities are provided for students to apply knowledge in a real world context.
<input type="checkbox"/>	Some cross-curriculum integrated units of instruction are taught.
<input type="checkbox"/>	Many lessons are taught that emphasize higher order thinking skills and some units take into account multiple aptitudes, learning styles, and intelligences.

Exemplary:

<input type="checkbox"/>	It is routine practice in all classrooms that students are provided opportunities to apply curricular concepts in a real world context.
<input type="checkbox"/>	Staff members provide students with a variety of cross-curricular, integrated units of instruction.
<input type="checkbox"/>	Structures are in place to ensure that high level thinking skills, when developmentally and cognitively appropriate, are emphasized throughout the curriculum and instructional strategies are employed that take into account multiple aptitudes, learning styles, and intelligences.
<input type="checkbox"/>	Assessments employed provide students with authentic opportunities to demonstrate their mastery of the standards.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Community surveys	Use of community resources within and outside the classroom
<input type="checkbox"/> Classroom walk-through journals	Extent to which students are engaged in learning across classrooms; teacher use of higher order thinking skills; use of relevant curriculum
<input type="checkbox"/> Assessments employed	Extent to which assessments employ application and demonstration of knowledge and skills
<input type="checkbox"/> IEP's/504	Progress, annual review and MET
<input type="checkbox"/> CIMS	Survey results

STANDARD 3 – Assessment

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

BENCHMARK A: Aligned to Curriculum and Instruction

Student assessments are aligned to the school's curricula and instruction.

Key Characteristic - I.3.A.1 Alignment/Content Validity

Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

Questions to Consider

1. What process is used to ensure that assessments being used are valid, reliable, and without bias?
2. To what extent are assessments aligned with assessment standards in the Grade Level Content Expectations (GLCE), High School Content Expectations (HSCE) or Michigan Curriculum Framework (MCF)?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Local assessments administered at the school are designed by individuals or teams with no procedures in place to examine their alignment or content validity.
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Partially Implemented:

<input type="checkbox"/>	Some assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target.
<input type="checkbox"/>	Individual teachers within the school examine their assessments for bias.

Implemented:

<input type="checkbox"/>	The majority of assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target.
<input type="checkbox"/>	There is evidence that attention has been paid to the elimination of bias in assessments administered at the school.

Exemplary:

<input type="checkbox"/>	With rare exceptions, all assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target.
<input type="checkbox"/>	Procedures are in place to ensure that all assessments administered at the school have been critically reviewed for bias.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Formative and summative assessments	Extent of alignment with district curriculum and Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework or CTE technical standards; extent to which assessment reflects curricular content covered
<input type="checkbox"/> Committee minutes	Description of process used to adopt and analyze assessments
<input type="checkbox"/> Written curriculum	Match between assessment method and learning target
<input type="checkbox"/> Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework	Michigan Curriculum Framework assessment standards aligned with question on locally developed assessments.
<input type="checkbox"/> Licensure or Business and Industry Certificate	License or certificate-state or national
<input type="checkbox"/> IEP	Progress Reports, annual review, MET

Key Characteristic - I.3.A.3 Multiple Measures

Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Questions to Consider

1. What type of system is in place to monitor the quality of assessments being used throughout the school, and what is done with these data collected?
2. How are assessments being used to inform classroom instruction?
3. What structure is in place to help staff monitor classroom assessments for validity and reliability and to dialogue with peers about the assessments being used and the results they are getting?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The instructional staff members rely primarily on standardized assessments and end-of-semester grades/progress reports to evaluate student learning.
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Partially Implemented:

<input type="checkbox"/>	The instructional staff members evaluate student learning primarily through the use of summative assessments (e.g., MEAP, MI-Access, end of unit test, quarter/semester grades.)
<input type="checkbox"/>	Some formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework.

Implemented:

<input type="checkbox"/>	The instructional staff members evaluate and monitor student learning through the use of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.)
<input type="checkbox"/>	The majority of formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework
<input type="checkbox"/>	In addition to the use of multiple summative assessments, some teachers employ formative assessments (e.g., benchmark assessments, student portfolios, rubrics, teacher-designed assessments), to target areas requiring individualized instruction for students and/or small groups.

Exemplary:

<input type="checkbox"/>	All instructional staff consistently evaluate and monitor student learning through the systematic use of multiple types of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.)
<input type="checkbox"/>	In addition to the use of multiple summative assessments, teachers systematically employ multiple formative assessments (e.g., benchmark assessments, student portfolios, teacher-designed assessments) to target areas requiring individualized instruction for students and/or small groups.
<input type="checkbox"/>	All formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Teacher and administrator surveys	Description of range and types of assessments employed in the classroom and at the school
<input type="checkbox"/> Formative and summative classroom assessments	Listing of types employed and frequency of use
<input type="checkbox"/> School Improvement Plan progress report	Description of assessments employed as well as short term and longitudinal data gathered; description of data employed in instructional decision making
<input type="checkbox"/> IEP	Progress reports, annual review, MET
<input type="checkbox"/> Curriculum guide	Observational assessments
<input type="checkbox"/> Authentic guide	Project based learning
<input type="checkbox"/> MI-Tracker, Key Train, WIN, MME Work Keys	Student Scores

Strand II – Leadership

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 1 - Instructional Leadership

School leaders create and sustain a context for learning that puts students' learning first.

BENCHMARK A: Educational Program

School leaders are knowledgeable about the schools educational programs and act on this knowledge.

Key Characteristic - II.1.A.1 Knowledge of Curriculum, Instruction and Assessment

School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

Questions to Consider

1. List ways school leaders have enhanced their knowledge about teaching and learning, and fostering change in the school.
2. How do school leaders share their skills and knowledge about curriculum, instruction, and assessment with staff? List examples.
3. What changes have occurred in your school's educational programs as a result of these activities?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	School leaders focus the majority of their attention on management. They rely on the other staff to provide the expertise regarding the improvement of teaching and learning.
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Partially Implemented:

<input type="checkbox"/>	Although they are active participants on school improvement teams, school leaders have limited knowledge of curriculum, instruction, or assessment. They rely primarily on others for expertise.
<input type="checkbox"/>	School leaders are working to improve their knowledge of curriculum, instruction, and assessment through participation in professional development.

Implemented:

<input type="checkbox"/>	School leaders are actively involved in providing information in current research to inform decisions regarding curriculum, instruction, and/or assessment within the school building.
<input type="checkbox"/>	School leaders demonstrate their knowledge of curriculum, instruction, and assessment by providing other staff with research, material resources, and appropriate professional development activities based upon the school's improvement goals.
<input type="checkbox"/>	School leaders stay current on the research on best practice strategies through participation in professional development activities.

Exemplary:

<input type="checkbox"/>	Through their expertise, school leaders provide information on current research to inform decisions regarding curriculum, instruction, and/or assessment within the school building and at the district level.
<input type="checkbox"/>	Based upon their expertise of curriculum, instruction, and assessment, school leaders create systems and organizational frameworks that support school improvement efforts.
<input type="checkbox"/>	School leaders demonstrate their knowledge of curriculum, instruction, and assessment by promoting best practice strategies in the educational setting and through their everyday activities.
<input type="checkbox"/>	School leaders maintain a consistent focus on the latest research in best practice in curriculum and instruction and are frequently in charge of new professional development initiatives in these areas for the entire school.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Resumes	Workshops attended; participation in study groups; presentations made
<input type="checkbox"/> Committee minutes	School leaders' suggested readings
<input type="checkbox"/> Certification requirements	Coursework, conference & workshop attendance
<input type="checkbox"/> Content Expectations document	Modifications to the curriculum

<input type="checkbox"/> Professional Development records	REP Report
<input type="checkbox"/> Advisory Committee input	Minutes; Attitudes regarding school leaders

Key Characteristic - II.1.A.5 Knowledge of Adult Learning

School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

Questions to Consider

1. Describe the process used to establish collaborative learning communities within your school.
2. List ways professional learning activities have been incorporated into your school's daily practices.
3. What data/information do you collect to monitor and adjust the effectiveness of these activities?
4. How often does the principal participate in these activities?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	School leadership provides common learning experiences for all adults within the school with little input from those involved. There are limited opportunities for dialog and no organized structures are in place to assist staff members to practice the learning.
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Partially Implemented:

<input type="checkbox"/>	School leaders provide a variety of adult learning topics and they provide support for follow-through of the professional development experiences. Application of the concepts covered is dependent on individual initiative.
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Implemented:

<input type="checkbox"/>	School leaders demonstrate their understanding that adults learn best when given the opportunity to direct their own learning. This is done through the provision of professional development initiatives that are varied and provide the opportunity for incorporation of the content into daily practice.
<input type="checkbox"/>	School leaders acknowledge that adults learn best when given the opportunity to apply and dialogue about their professional development opportunities. Therefore, school leaders make a concerted effort to set aside time for collaborative teams to meet in order to dialog about and share experiences related to professional development.

Exemplary:

<input type="checkbox"/>	School leaders have provided a variety of structures from which staff can choose when participating in the school's professional development program.
<input type="checkbox"/>	School leaders have designed structures to ensure the successful transfer of learning into practice including opportunities to receive feedback on teaching strategies, observe exemplary practices and reflect on practice.
<input type="checkbox"/>	School leaders have instituted professional learning communities throughout the school and have provided common time for the teams to meet.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Professional development plans and activities	Extent to which plans and activities are staff-driven and based upon adult learning needs; variety of activities and structures provided
<input type="checkbox"/> School Schedule	Use and structure of non-instructional time
<input type="checkbox"/> Teacher evaluations	Evidence of transfer of learning into practice and teacher input.
<input type="checkbox"/> Staff Survey	Data on professional development
<input type="checkbox"/> Teacher Mentor	Feedback from observations

Key Characteristic - II.1.A.7 Focus on Student Results

School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

Questions to Consider

1. Describe how decisions are made regarding curriculum, instruction, and assessment in the school and who is involved in these decision-making activities.
2. List the different types of data sources that are used for these decisions and how each are used.
3. How does all staff have an opportunity to be regularly involved in the decisions made using these data?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Staff members either individually or in small groups are responsible for interpreting and acting on data.
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Partially Implemented:

<input type="checkbox"/>	School leaders stress the importance of student achievement data to guide school improvement.
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Implemented:

<input type="checkbox"/>	School leaders provide a data-based decision-making structure to focus on student achievement.
<input type="checkbox"/>	School leaders consider data from multiple sources when guiding school improvement.

Exemplary:

<input type="checkbox"/>	School leaders ensure that all decisions regarding changes in curriculum and instruction are based on data.
<input type="checkbox"/>	School leaders structure decision-making so the decisions regarding curriculum, instruction, and assessment demonstrate a positive impact on student growth and achievement.
<input type="checkbox"/>	School leaders focus the school staff on the interpretation of multiple measures of disaggregated data to drive school improvement.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas and minutes	Use of student data in meetings; extent to which instructional and curricular decisions are data-based
<input type="checkbox"/> School schedule and calendar	Extent to which schedule and calendar is based upon analysis of data
<input type="checkbox"/> Student schedules	Flexibility based upon student data-based needs
<input type="checkbox"/> School's annual report	Examples of a variety and types of data describing student results
<input type="checkbox"/> School improvement plan	Data disaggregated to demonstrate and explain student progress
<input type="checkbox"/> IEP's	Progress reports on objectives
<input type="checkbox"/> Curriculum-based assessment	Teacher observation results of student's functional performance
<input type="checkbox"/> Core Performance Indicators	CPI Reports
<input type="checkbox"/> Program outcomes	Exit testing performance standards
<input type="checkbox"/> Professional Development Minutes/Agenda	Focus on data and analysis of results

BENCHMARK B: Instructional Support

School leaders set high expectations, communicate, monitor, support and make adjustments to enhance instruction.

Key Characteristic - II.1.B.1 Monitoring

School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

Questions to Consider

1. Describe the process the school leaders have established to monitor school climate, classroom instruction, and provide feedback to classroom teachers regarding these monitoring activities.
2. What data/information is collected to monitor instructional practices?
3. How often have individual classrooms been visited for the purpose of providing teachers with feedback about the visit?
4. How has the information collected on these visits affected decision-making within the school?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	School leaders regard their role to be primarily one of teacher supervision. They visit the classrooms periodically or as needed.
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Partially Implemented:

<input type="checkbox"/>	School administrators make structured classroom visits based upon the requirements of the district, the teacher contract, and other visits, as necessary.
<input type="checkbox"/>	School leaders participate on school committees.

Implemented:

<input type="checkbox"/>	School leaders are frequently in the classrooms and hallways, monitoring behavior and instruction, and interacting with the staff and students.
<input type="checkbox"/>	School leaders are active participants on school committees. In addition, they provide these committees with information gathered during their monitoring efforts of the entire school program.

Exemplary:

<input type="checkbox"/>	School leaders have developed a plan to ensure that they have a visible presence throughout the entire school including the hallways and classrooms, labs, and other activity areas.
<input type="checkbox"/>	School leaders provide meaningful and frequent feedback to staff and students, and school committees regarding data gathered from their monitoring efforts.
<input type="checkbox"/>	School leaders model in their own monitoring behavior, the high expectations they have for staff and students.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Administrative classroom observation logs	Records of observations and description of actions taken as a result of observations
<input type="checkbox"/> School policies and procedures	Documentation of collection of lesson plans and grade books
<input type="checkbox"/> Meeting minutes	Extent to which school leaders initiate and participate in a discussion of student progress and grade reports
<input type="checkbox"/> Surveys	Stakeholders' opinions regarding extent to which school leaders hold high expectations for all; extent to which school leaders are reported to provide meaningful and frequent feedback
<input type="checkbox"/> TRAC	CIP self-review summary

Key Characteristic - II.1.B.4 Clear Expectations

School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

Questions to Consider

1. Give examples of how school leaders communicate to all stakeholder groups, their vision for the school and how they demonstrate their high expectations for all students.
2. What data/information do you collect/monitor to assess stakeholder expectations for all students?
3. How do school stakeholder groups demonstrate their high expectations for all students?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.
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Partially Implemented:

<input type="checkbox"/>	School leaders agree to deliver a common message about teaching and learning in all of their school meetings and community events.
<input type="checkbox"/>	School leaders rely on all school events such as open house or student orientation to pass along information regarding school policies and procedures.

Implemented:

<input type="checkbox"/>	School leaders extend on the message of high expectations for learning by actively participating with the staff in an on-going school-wide dialog about the instructional goals.
<input type="checkbox"/>	School leaders communicate periodically with staff, students, parents and the community so that all school policies and procedures are clearly understood.
<input type="checkbox"/>	School leaders frequently state that they have high expectations for staff and students.

Exemplary:

<input type="checkbox"/>	School leaders are clear and consistent with the message that all efforts at the school are to focus on student learning and they expect that all instructional decisions made support the goals of the school improvement plan.
<input type="checkbox"/>	School leaders communicate frequently, orally and in writing with staff, students, parents, and the community in order to ensure that all school policies and procedures are clearly understood.
<input type="checkbox"/>	School leaders consistently demonstrate that they have high expectations for staff and students.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting minutes	Written list of expectations for teaching
<input type="checkbox"/> Parent communications; other written communications	Evidence of high expectations for students and staff; clear statement of policies and procedures
<input type="checkbox"/> Mission statement	Evidence of high expectations
<input type="checkbox"/> Survey	Extent to which school leaders are perceived as consistently and fairly applying school rules
<input type="checkbox"/> Advisory Committee meetings	Minutes of meeting/CIP Self-Review Sign-Off
<input type="checkbox"/> Superintendent/principal/counselor meetings	Minutes of meeting

STANDARD 2 – Shared Leadership

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

BENCHMARK A: School Culture and Climate

Staff creates an environment conducive to effective teaching and learning.

Key Characteristic - II.2.A.4 Collaborative Inquiry

A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

Questions to Consider

1. How is time organized to allow teachers to meet to discuss instructional practices and assessments to be used? List the types of collaborative inquiry practices that have been established in the school.
2. What data/information is used to guide collegial dialog at these meetings? How is this information used to guide and inform instructional/assessment practices with the school?
3. What percent of the building instructional staff regularly serve on these committees? How often is the principal involved in these meetings?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	There are minimal structures in place to facilitate a dialog about teaching and learning practices among the staff.
<input type="checkbox"/>	"Pockets" of interactive small groups do exist within the school but there is little support to extend this dialog to others.

Partially Implemented:

<input type="checkbox"/>	Grade-level teachers and/or departments collaborate monthly.
<input type="checkbox"/>	Some staff members have initiated and participated in inquiry practices such as classroom action research, peer study teams, and peer coaching.

Implemented:

<input type="checkbox"/>	The school is organized into collaborative teams that meet on at least a weekly basis.
<input type="checkbox"/>	Collaborative practices focus primarily on the improvement of instruction.
<input type="checkbox"/>	The majority of staff members participate in inquiry practices such as classroom action research, study teams, and peer coaching.
<input type="checkbox"/>	Periodic collaboration occurs across grade levels and content areas.

Exemplary:

<input type="checkbox"/>	The school is organized into collaborative teams which meet at least twice a week.
<input type="checkbox"/>	Collaborative practices are focused on the improvement of instruction, analyzing student work, and strategies to improve the achievement of individual students.
<input type="checkbox"/>	Inquiry practices such as classroom action research, study teams, and peer coaching are a part of the daily routine of school staff.
<input type="checkbox"/>	Frequent collaboration occurs across grade levels and content areas.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas/minutes	Evidence of collaborative practices
<input type="checkbox"/> Grade/departmental curriculum maps	Extent to which maps cut across and connect with other subject areas and grade levels
<input type="checkbox"/> Documentation of inquiry practices including logs and videos	Demonstration of quality and extent of inquiry practices employed
<input type="checkbox"/> CTE Program Recruiting	Materials and strategies
<input type="checkbox"/> Non-discrimination statements	District documents
<input type="checkbox"/> IEP /504	IEP /504 plans
<input type="checkbox"/> Comprehensive Guidance and Counseling Plan	School implementation documentation
<input type="checkbox"/> School improvement meetings	Minutes of meeting

Key Characteristic - II.2.A.5 Data-Driven Culture

All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

Questions to Consider

1. List the types of data that are available for staff to use to monitor instructional progress of their students.
2. List the types of training staff have had to increase their ability to effectively use these data.
3. How does the classroom staff demonstrate regular use of these data to guide and inform instructional practices in the classroom? List the evidence used.

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Data on school-wide achievement is reviewed and interpreted by a representative committee at the school. Classroom teachers are expected to consider this data in their own instructional decision-making.
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Partially Implemented:

<input type="checkbox"/>	The school improvement committee bases its action plan primarily on the analysis of state and district assessments (e.g., progress monitoring of individual student achievement). Data summations are distributed to all appropriate staff members, but assistance in interpreting them is limited.
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Implemented:

<input type="checkbox"/>	The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to plan changes in the instructional program.
<input type="checkbox"/>	The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to set curricular priorities directed at ensuring that all students meet high standards.
<input type="checkbox"/>	The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to achieve the criteria for adequate yearly progress.
<input type="checkbox"/>	The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to analyze the effectiveness of programs over time.

Exemplary:

<input type="checkbox"/>	All instructional staff members are involved in collaborative teams that analyze state, district, school and classroom assessment information to: <ul style="list-style-type: none">• plan instruction,• priorities directed at ensuring that all students meet high standards, and work toward achievement of the criteria for adequate yearly progress, and• analyze the effectiveness of programs over time.
<input type="checkbox"/>	On-going support is provided for all staff members and teams to refine their skills in the use of data to make decisions that affect individual students and school programs.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School improvement and/or state and district reporting data	Variety of data accessible to staff; extent to which data is user-friendly; extent to which comparative data over time is available
<input type="checkbox"/> NCA/School improvement plans	Extent to which data is used to determine appropriate best practices
<input type="checkbox"/> Committee meeting agendas/minutes	Data-based discussions and actions taken as the result of data analysis
<input type="checkbox"/> Professional development plans	Content that focuses on developing skill in the interpretation and use of data
<input type="checkbox"/> Core Performance Indicators	Local and state data results
<input type="checkbox"/> TRAC	Regional summaries
<input type="checkbox"/> IEP Reports	Goals and objectives

Key Characteristic - II.2.A.6 Collaborative Decision-Making Process

Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

Questions to Consider

1. Describe your school's collaborative decision-making process for planning, monitoring, and evaluation for school improvement.
2. In what ways do all staff have the opportunity to participate in the schools collaborative decision-making process for planning, monitoring, and evaluation for school improvement?
3. How do all staff members demonstrate shared ownership and responsibility for the implementation of decisions made regarding curriculum, instruction, and assessment?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Staff members are represented on some school improvement committees. They have been recruited by the administration.
<input type="checkbox"/>	Instructional decisions are made by the administration with input from the committee members.

Partially Implemented:

<input type="checkbox"/>	There is an effort by the administration to have staff members represented on many of the school improvement committees.
<input type="checkbox"/>	Input for decisions about curriculum and instruction is gathered primarily from the instructional staff.

Implemented:

<input type="checkbox"/>	School leaders provide a structure in which major decisions affecting planning, monitoring, and evaluation for school improvement are made collaboratively.
<input type="checkbox"/>	School leaders provide opportunities for sharing of collaborative decisions with all staff.

Exemplary:

<input type="checkbox"/>	School leaders ensure that all major decisions for planning, monitoring, and evaluation for school improvement are made collaboratively with any staff member impacted by the decision included in the process.
<input type="checkbox"/>	Staff members report a clear sense of efficacy in decisions that are made.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Minutes from School improvement/Title I meetings	Documentation of collaborative decision-making; impact of discussion of instructional decisions
<input type="checkbox"/> School communication tools	Extent of communication regarding decisions
<input type="checkbox"/> Surveys	Staff attitudes toward decision-making process

BENCHMARK B: Continuous Improvement

Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.

Key Characteristic - II.2.B.4 Monitored

Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

Questions to Consider

1. Describe the process school leaders follow to monitor student behavior and instruction in the school.
2. What types of information are collected during this process, and how are they shared with staff?
3. What changes in behavior/instruction can be attributed to the information gathered and shared?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The school leadership has the primary responsibility for the monitoring of the school improvement plan strategies and does so without input from the rest of the staff.
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Partially Implemented:

<input type="checkbox"/>	School leaders and appointed committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan.
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Implemented:

<input type="checkbox"/>	Each semester, staff committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan.
<input type="checkbox"/>	Members of the action teams implementing the specific goals and strategies contained within the school improvement plan, are provided data that annually results in adjustments to the strategies being employed.

Exemplary:

<input type="checkbox"/>	Staff committees closely monitor over-all results of the school improvement through an on-going analysis of the data informing the plan.
<input type="checkbox"/>	Members of the action teams implementing the specific goals and strategies contained within the plan take the responsibility for monitoring the success of their individual team goals and adjust strategies accordingly.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> NCA/School Improvement Plan and process employed in its development	Frequency of review and adjustment of the plan; timelines in place to reflect monitoring of strategies and activities; data that is gathered to measure success toward goals
<input type="checkbox"/> Lesson plans	Demonstration of adjustment of lessons based upon feedback from school improvement plan
<input type="checkbox"/> Minutes of action teams	Details of monitoring process
<input type="checkbox"/> CIMS	Educational Benefit Review
<input type="checkbox"/> Perkins report data	Core Performance Indicators

STANDARD 3 - Operational and Resource Management

School leaders organize and manage the school to support teaching and learning.

BENCHMARK A: Resource Allocation

School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.

Key Characteristic - II.3.A.4 Time

Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

Questions to Consider

1. Describe the building's daily instructional and planning time schedule. How does the model support collaborative planning time for staff during the regular school day?
2. What data was/is gathered and reviewed before deciding on the schedule?
3. How does the allocation of time support the school's student learning needs? How is this monitored?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The school schedule has been designed based upon tradition. Convenience for adults is the primary driving force in the allocation of time at the school level.
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Partially Implemented:

<input type="checkbox"/>	Staff is aware of the importance of efficient use of time and its impact on student achievement. They are beginning to address the importance of looking at the use of time beyond their own instructional programs.
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Implemented:

<input type="checkbox"/>	School leaders use data to make decisions on time allocation.
<input type="checkbox"/>	Priority is placed upon designating collaborative team planning time to support the school's student achievement goals.

Exemplary:

<input type="checkbox"/>	School leaders base all of their decisions on the allocation of instructional time on data gathered from the school improvement plan and related research.
<input type="checkbox"/>	School leaders ensure that staff has common collaborative team meeting time. Continuous efforts are made to make certain that this time is spent in an efficient and productive manner.
<input type="checkbox"/>	Time use issues that are barriers to student learning are identified and reduced or eliminated.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School schedule; school calendar	Coherence of school schedule and calendar with school improvement plan
<input type="checkbox"/> District strategic plan	Alignment of school schedule and classroom instructional time with district goals
<input type="checkbox"/> School improvement plan	Goals related to time use or time allocation

Strand III – Personnel and Professional Learning

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes, and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 1 - Personnel Qualifications

School/district staff qualifications, knowledge and skills support student learning.

BENCHMARK B: Skills, Knowledge and Dispositions

Staff has the professional skills to be effective in their positions.

Key Characteristic - III.1.B.1 Content Knowledge

Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

Questions to Consider

1. Describe the types of professional development opportunities given to teachers to maintain or enhance content knowledge or pedagogy.

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Staff members are frequently required to teach outside their area of content knowledge.
<input type="checkbox"/>	Staff members do not have discretion in the choice of professional development activities.

Partially Implemented:

<input type="checkbox"/>	The majority of teaching staff demonstrate competency in their content area and/or grade level through their individual teaching practices.
<input type="checkbox"/>	Most staff members update their content knowledge through accessing professional development opportunities.

Implemented:

<input type="checkbox"/>	All teaching staff demonstrate competency in their content area and/or grade level through teaching practices and staff collaboration.
<input type="checkbox"/>	All staff members attend periodic staff development offerings to enhance their content knowledge and frequently apply the new knowledge in classroom practice.

Exemplary:

<input type="checkbox"/>	All teaching staff demonstrates through teaching practices and collaborative staff interactions that they have extensive knowledge within their content area and/or grade level.
<input type="checkbox"/>	Staff members are requested as consultants by educators from other schools and districts.
<input type="checkbox"/>	Staff members frequently update their content knowledge through accessing a variety of professional development opportunities, and demonstrate that they are consistently applying the new knowledge in the classroom.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Professional Development Plan and records	Professional development focusing on content knowledge based on needs assessment of teachers; information made available to teachers for distance learning
<input type="checkbox"/> Observational protocols	Extent to which teachers demonstrate expertise in their content area/grade level; demonstration of knowledge derived from professional development
<input type="checkbox"/> Teacher resumes	Description of leadership roles taken with other staff and other districts or local / national professional organizations

STANDARD 2 – Professional Learning

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

BENCHMARK A: Collaboration

Professional development is conducted with colleagues across the school/district on improving staff practices and student achievement.

Key Characteristic - III.2.A.1 Staff Participates in Learning Teams

All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

Questions to Consider

1. How frequently and in what ways do teachers collaborate regarding curriculum, instruction, review of data, research and best practices?
2. How are teachers of special needs students (i.e., special education, English Language Learners, etc.) included in collaborative activities?
3. Describe ways that teachers are afforded opportunities to mentor/coach other teachers, to model teaching strategies, and to share, within the learning team, professional learning experiences.

Rubric Definitions

Getting Started:

<input type="checkbox"/>	While some staff employs strong collaborative skills, others either do not have these skills or do not choose to collaborate.
<input type="checkbox"/>	The school encourages teachers to meet to discuss professional development experiences, but common time is not built into the school schedule.

Partially Implemented:

<input type="checkbox"/>	While some staff has had collaborative skill training, collaboration is not the primary mode of decision-making or professional development.
<input type="checkbox"/>	Teachers from the same department, grade level, or content area career cluster have the opportunity to meet periodically to collaborate around common professional development experiences.

Implemented:

<input type="checkbox"/>	The majority of staff members have participated in professional development designed to enhance their collaboration skills.
<input type="checkbox"/>	Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education and/or content career cluster), meet periodically to collaborate around context-embedded professional development.

Exemplary:

<input type="checkbox"/>	All instructional staff is skilled in collaborative techniques including: decision-making skills, managing conflict, stages of team dynamics, providing constructive feedback, and group maintenance skills.
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<input type="checkbox"/>	Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education and/or content career cluster), meet weekly to collaborate around context-embedded professional development.
<input type="checkbox"/>	Professional development initiatives are enhanced through constructivist practice including action research, peer study groups, and demonstration classrooms within the school.
<input type="checkbox"/>	It is the highest priority of the school to maintain consistency in both the membership of and the common time allotted to collaborative teams.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Team meeting agendas and minutes	Description of collaborative practices occurring within and across grade levels and content areas
<input type="checkbox"/> Professional development schedule	Evidence of regularly-scheduled professional development opportunities
<input type="checkbox"/> Survey	Teacher reports of variety of opportunities for context-embedded professional development; teacher reports of coaching/mentoring opportunities
<input type="checkbox"/> Common planning time schedule	Documentation of scheduling of planning time for teacher teams
<input type="checkbox"/> Professional Development Plan	Demonstration of implementation strategies that incorporate collaboration such as coaching/mentoring, action research, or peer study groups

BENCHMARK B: Content and Pedagogy

Professional development at schools/districts emphasizes both content and pedagogy of teaching and learning.

Key Characteristic - III.2.B.1 Uses Best Practices

Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

Questions to Consider

1. List the professional development activities provided that are based on current research and best practices.
2. What percent of the building staff has participated in one or more of the professional learning activities provided on best practices?
3. What process is in place to ensure that district-provided professional development is driven by district standards and student data?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Professional development initiatives are controlled from the district level with limited input allowed from the individual school site.
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Partially Implemented:

<input type="checkbox"/>	Professional development initiatives follow from the school improvement plan with limited input from staff members, and there is little connection from one initiative to the next.
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Implemented:

<input type="checkbox"/>	All professional development activities are based on current research and best practices.
<input type="checkbox"/>	Professional development is driven by district standards and student data and focuses on both content and pedagogy.

Exemplary:

<input type="checkbox"/>	All professional development, driven by district standards and student data, is based on current research and best practices and has been shown to demonstrate effectiveness in classroom application.
<input type="checkbox"/>	The school offers on-going opportunities for staff to acquire and apply interrelated long-term professional development content to practice.
<input type="checkbox"/>	Professional development initiatives train teachers to integrate core skills (literacy, mathematics, and higher order thinking) into all content areas.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas and minutes	Documentation of discussions of instructional practices
<input type="checkbox"/> Observational protocols	Demonstration of on-going use of instructional practices discussed during collaborative meeting time
<input type="checkbox"/> Surveys	Extent to which staff reports integration of professional development strategies into classroom practice in core content areas
<input type="checkbox"/> CTE follow up data	Professional development using reports
<input type="checkbox"/> Professional development activities	Records of teacher professional development

Key Characteristic - III.2.B.3 Induction/Mentoring/Coaching

Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

Questions to Consider

1. Describe the process used to ensure new teachers are recruited and supported in a manner that helps them be successful.
2. What Information/data is collected to monitor this process?
3. How is this information/data collected and used to respond to the unique needs of the new teacher? Give examples.

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Although each new teacher is assigned a mentor and has a professional development plan, the induction and mentoring program is loosely structured and inconsistently applied.
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Partially Implemented:

<input type="checkbox"/>	The state-required induction and mentoring program is provided for each new teacher. One Master Teacher is assigned for each new teacher and this teacher mentors and coaches the new teacher at least 15 days over a three year period.
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Implemented:

<input type="checkbox"/>	A structured induction program for all new instructional staff lasts three or more days and occurs prior to the formal teaching experience.
<input type="checkbox"/>	Mentors provide modeling of instruction and feedback on the mentee's instructional practice for at least 20 days over that period.
<input type="checkbox"/>	Each new staff member is assigned a mentor chosen from the experienced teachers at the school. Mentors serve as coaches for new staff for at least a three year period.
<input type="checkbox"/>	Mentors provide modeling of instruction and feedback on the mentee's instructional practice. This program focuses on an overview of the school's policies and procedures and provides basic profile information on the new teacher's students.

Exemplary:

<input type="checkbox"/>	Each new staff member is assigned at least one job-alike Master Teacher who maintains a long-term relationship (at least three years) with the new teacher and mentors and coaches the new teacher for at least 25 days over that time period.
<input type="checkbox"/>	The new teacher induction program incorporates a Professional Development Plan geared to the needs of the new teacher and the professional development goals of the school.
<input type="checkbox"/>	A comprehensive professional development program provides on-going collegial training for the Master Teachers.
<input type="checkbox"/>	The new teacher's Professional Development Plan is revised based upon feedback from the teacher evaluation.
<input type="checkbox"/>	The new teacher induction program provides a comprehensive orientation prior to the start of school and includes an overview of its curriculum, the school's instructional focus, information regarding important policies and procedures and profile data on the teacher's students.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> New teacher orientation materials	Description of induction and mentoring program
<input type="checkbox"/> Survey	Value that new and experienced teachers place on the induction/mentoring program

BENCHMARK C: Alignment

School/district professional development is needs-based, aligned, job-embedded, and results-driven.

Key Characteristic - III.2.C.1 Aligned

Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

Questions to Consider

1. Describe how the school ensures that professional development is directly linked to teaching and learning goals.
2. How are professional learning opportunities provided to meet identified individual/group staff needs?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The majority of the professional development decisions are based upon the needs or desires of teachers, the principal, or the district agenda. Little attention is paid to the standards and benchmarks under which the school is supposed to operate.
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Partially Implemented:

<input type="checkbox"/>	Although there is an effort to align professional development initiatives to school improvement planning and district initiatives, sometimes the needs of individuals and/or groups of staff members frequently take precedence.
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Implemented:

<input type="checkbox"/>	All professional development experiences are aligned with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework, CTE Curriculum Standards, district initiatives and the school improvement plan or, as appropriate, the Supported Independence Level Curriculum.
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Exemplary:

<input type="checkbox"/>	A committee of staff members from across the grade levels and content areas has been formed to ensure that all professional development is directly linked to the school improvement plan, district initiatives and the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework, CTE Curriculum Standards, or, as appropriate, the Supported Independence Level Curriculum.
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Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Records and reports of curriculum committees	Documentation of the cycle of curriculum review and discussions of alignment of curriculum with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).
<input type="checkbox"/> Documentation of professional development initiatives	Description of the extent and types of self-determined professional development that is occurring
<input type="checkbox"/> School Improvement Plan	Inclusion of professional development initiatives and their relationship to the student achievement goals in the plan

Key Characteristic - III.2.C.2 Job-Embedded

Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

Questions to Consider

1. Describe the plan for directly connecting content and/or pedagogy with professional development for individual teachers as well as groups of teachers.
2. Describe the opportunities teachers have to provide relevant and meaningful training to peers.
3. Describe the format and frequency of teacher-to-teacher training opportunities.

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Professional development activities are seen as "events" and tend to be isolated, whole-group training sessions with no systematic follow-up support.
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Partially Implemented:

<input type="checkbox"/>	Professional development initiatives are focused primarily on the district agenda.
<input type="checkbox"/>	Although no formal structures to follow up on professional development are in place, teachers are encouraged to apply their learning and share the outcomes with colleagues.

Implemented:

<input type="checkbox"/>	Professional development is tied directly to the enhancement of curriculum and teaching practices.
<input type="checkbox"/>	The school encourages teachers and other staff to provide training to their peers in order to provide relevant and meaningful in-house professional development.
<input type="checkbox"/>	Professional development initiatives take into account the diversity of staff experience, backgrounds, areas of expertise, and teaching assignments.

Exemplary:

<input type="checkbox"/>	Integrated, structured opportunities for staff to pursue professional development are part of the regular school schedule.
<input type="checkbox"/>	The school provides relevant, job-embedded professional development such as: coaching (peer and/or expert), facilitated study groups, and action research.
<input type="checkbox"/>	The professional development initiatives are widely varied and include opportunities for participation of all adults whether certified or non-certified.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Professional Development Plans and Descriptions	Description of opportunities experienced by teachers to study new instructional, assessment, or classroom management techniques and strategies in their classrooms and their interaction with peers and other support personnel around these opportunities; professional development delivery options including modeling and demonstration
<input type="checkbox"/> Professional Development Logs	Description of activities that demonstrate involvement in job-embedded professional development
<input type="checkbox"/> School Improvement Plan	Description of professional development initiatives and their job-embedded nature

Key Characteristic - III.2.C.3 Results-Driven

Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Questions to Consider

1. Describe how professional development activities have led to increased student achievement.
2. Describe the ways professional development activities are evaluated with regard to staff participation and impact on the instructional program.
3. How are the evaluation results used to determine the level of support that is needed, the type of follow-up activities and any future plans?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Professional development initiatives are primarily district-driven. Although the professional development activities are formally evaluated, the results of the evaluations have little or no impact on future professional development initiatives.
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Partially Implemented:

<input type="checkbox"/>	Professional development initiatives are aligned with the school improvement plan. Formal evaluations of the initiatives are conducted upon their completion and the results of these evaluations are considered for future professional development.
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Implemented:

<input type="checkbox"/>	The professional development evaluation results are used to determine the level of support that is needed, the type of follow-up activities and any future plans.
<input type="checkbox"/>	A comprehensive evaluation plan for professional development is in place and includes an assessment of effective implementation, the impact on teacher practice and positive changes in student achievement.

Exemplary:

<input type="checkbox"/>	The evaluation of the professional development initiatives is ongoing and embedded within the structure of the particular initiative. Individual teachers and teacher teams analyze the results of the initiative based upon changes in teaching practice.
<input type="checkbox"/>	A continuous improvement cycle is the foundation of all professional development initiatives. Results are continually analyzed by individual teachers and teacher teams based upon changes in instructional practice and student achievement.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School Improvement Plan	Role of data analysis in strategies to improve student learning; frequency and comprehensiveness in data-gathering and extent to which data is analyzed to monitor student progress
<input type="checkbox"/> Survey	Reports of the value placed upon and the attitudes toward the relationship between student achievement and professional growth
<input type="checkbox"/> Professional Development Plan	Role that evaluation plays in analysis of the effectiveness of professional development and its impact on student achievement

Strand IV – School and Community Relations

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

STANDARD 1 – Parent/Family Involvement

Schools actively and continuously involve parents and families in student learning and other school activities.

BENCHMARK A: Communication

School/parent/family communications are two-way, ongoing and meaningful.

Key Characteristic - IV.1.A.2 Diversity

The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

Questions to Consider

1. Describe the ethnic diversity of the school population.
2. Describe the training provided teachers and administrators in order to understand the variety of cultural contexts in the community as it relates to conveying a welcoming environment.
3. How are parent involvement strategies assessed to determine their effectiveness?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Any communication that takes into account the diversity of the parents and families is dependent on the initiative of individual staff members.
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Partially Implemented:

<input type="checkbox"/>	The school makes an effort to communicate with parents and families at traditional school functions, such as parent/teacher conferences and PTO sponsored events.
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Implemented:

<input type="checkbox"/>	The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with these diverse families.
<input type="checkbox"/>	Training is provided to teachers in order to increase their understanding of diverse cultures.
<input type="checkbox"/>	A staff member serves as a home-school liaison to facilitate communication with minority families.

Exemplary:

<input type="checkbox"/>	The school employs a variety of communication strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with these
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	diverse families.
<input type="checkbox"/>	The school has a plan in place to assess the effectiveness of its communication system with all of its diverse populations. Changes are made to the strategies and techniques in place in response to the results of assessment.
<input type="checkbox"/>	Professional development is required of all staff to facilitate their communication with and understanding of diverse cultures.
<input type="checkbox"/>	A home-school liaison is employed or designated from each significant minority population enrolled at the school and has the responsibility of supporting students, communicating with families, and assisting parents in supporting their children.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School/district communications/forms	Extent to which writing is direct, avoids jargon and displays sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home
<input type="checkbox"/> Staffing	Availability of bilingual staff and volunteers to communicate with parents during school events; availability of childcare for parent meetings and conferences
<input type="checkbox"/> Meeting schedule	Extent to which meetings are held in a variety of convenient locations and times
<input type="checkbox"/> School calendar	Demonstration of attempts to avoid scheduling conflicts with cultural/religious days of significance
<input type="checkbox"/> IEP Meeting	Invitations

BENCHMARK B: Engagement

Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.

Key Characteristic - IV.1.B.2 Extended Learning Opportunities

The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

Questions to Consider

1. Describe/list the scheduled periodic parent/family involvement activities that have as their purpose enhancing the parent's education as well as reinforcing and/or supporting their children's learning at home.
2. Describe efforts to build teacher, principal, and parent capacity by engaging in effective parent involvement both at home and at school that supports underachieving students.
3. Describe how staff time is dedicated to facilitating communications and engagement with low-income and non-English proficient parents with clear objectives linked to improving student performance.

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Parent/family involvement activities occur at the school on an infrequent basis.
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Partially Implemented:

<input type="checkbox"/>	Periodic school parent/family involvement activities occur at the school.
<input type="checkbox"/>	The primary mode of assistance provided to parents of lower achieving students is through contacts with the classroom teacher.

Implemented:

<input type="checkbox"/>	Parent/family involvement activities occur at the school, some of which extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school.
<input type="checkbox"/>	The school provides some opportunities for parents to learn how to improve their own skills and support their children's learning through classes, seminars, print material, and direct contact with their child's teacher.
<input type="checkbox"/>	Periodic opportunities are provided to parents/families to learn about their child's instructional program.
<input type="checkbox"/>	Some assistance is provided to parents of lower achieving students to help them provide additional academic support and guidance for their children at home.

Exemplary:

<input type="checkbox"/>	Parent/family involvement activities are diverse, frequent, and extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school.
<input type="checkbox"/>	The school provides numerous opportunities for parents to learn how to improve their own skills and support their children's learning through classes, seminars, print material, and direct contact with their child's teacher.
<input type="checkbox"/>	Frequent opportunities are provided to parents/families to become knowledgeable about their child's instructional program.

<input type="checkbox"/>	A targeted program is in place to help parents of lower achieving students provide additional academic support and guidance for them at home.
<input type="checkbox"/>	A comprehensive volunteer training program to support student achievement is in place, organized and led by parents.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Newsletters; websites; teacher print distributions	Information on extended learning opportunities made available to parents; description of parent nights; opportunities for students to continue their learning at home; website that includes extended learning opportunities
<input type="checkbox"/> School committee participation lists and minutes	Degree to which parents participate on school committees
<input type="checkbox"/> Invitations to meetings and programs	Description of meeting locations and types of meetings held
<input type="checkbox"/> Open House and parent/teacher conferences	Records

Key Characteristic - IV.1.B.3 Decision-Making

The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

Questions to Consider

1. Describe the action plan the school has developed and implemented to create successful parent involvement in student learning and school activities.
2. What unique needs of parents and students - at each grade level - are being addressed in the action plan?
3. What data/information will the action team use to evaluate whether or not the goals have been achieved?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The basic leadership role of parents is to participate in the parent organization.
<input type="checkbox"/>	The parent organization serves primarily as a fund-raising organization at the school.

Partially Implemented:

<input type="checkbox"/>	There is limited parent involvement on school improvement committees.
<input type="checkbox"/>	The school makes an attempt to solicit feedback regarding important school decisions but no coordinated structures are in place for this purpose.
<input type="checkbox"/>	Parents serve a variety of traditional roles at the school such as fund raising, classroom support, and organizing school-wide activities.

Implemented:

<input type="checkbox"/>	Parents are members of school improvement committees and their feedback is solicited and welcomed.
<input type="checkbox"/>	The school attempts to balance parent membership on committees to reflect the demographics of the student population.
<input type="checkbox"/>	Parents have designated roles in the school including participating in initiatives designed to improve student success

Exemplary:

<input type="checkbox"/>	The school provides a structure for parents to serve as liaisons and provide feedback to the school from the entire parent community.
<input type="checkbox"/>	Parents serve in leadership roles on school improvement teams.
<input type="checkbox"/>	Purposeful efforts are made to ensure that the demographics of parent leadership reflects the diversity of the school population.
<input type="checkbox"/>	Parents serve many important roles at the school. They work as partners with school staff to enhance efforts to improve student achievement and over-all school success. The demographics of parents serving in these roles are reflective of the student population.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School improvement committee list	Inclusion of parents
<input type="checkbox"/> Parent organization committee membership	Number and diversity of parents involved
<input type="checkbox"/> School/district curriculum and program committees	Extent of parent involvement on these committees
<input type="checkbox"/> Parent organization activities list	Diversity of roles served by the parent organization in enhancing student achievement
<input type="checkbox"/> Program advisory committee meetings	Minutes and roster

STANDARD 2 – Community Involvement

The community-at-large is supportive and involved in student learning and other school activities.

BENCHMARK A: Communication

Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

Key Characteristic - IV.2.A.2 Diversity

In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Questions to Consider

1. Describe the goal/purpose of the school or district's community relations program.
2. How has the school/district reached out to community organizations? Do these organizations reflect the diversity of the school's population and are represented on decision-making committees?
3. Describe the types/kinds of information that the school/district communicates to these organizations that facilitate two-way communications.

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Any communication with diverse community organizations is dependent on the initiative of individual staff members.
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Partially Implemented:

<input type="checkbox"/>	The school's communication to diverse organizations within the community is primarily one-way. Its community relations program provides periodic information on school activities to the community.
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Implemented:

<input type="checkbox"/>	The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with diverse community organizations.
<input type="checkbox"/>	The school communicates with diverse community organizations through publicizing the accomplishments and the needs of the student population and inviting members of the organizations opportunities to participate in school activities.

Exemplary:

<input type="checkbox"/>	The school has a community relations program that takes into account language, culture, gender, economic status, and belief systems.
<input type="checkbox"/>	The school regularly communicates with the diverse organizations located in the community; employing a variety of communication strategies and techniques based upon the diversity of the population. These strategies and techniques facilitate open and direct two-way communication with a variety of diverse community organizations.
<input type="checkbox"/>	The school's community relations program provides frequent up-to-date information to the community on school activities as well as the accomplishments and the needs of the

	student population.
<input type="checkbox"/>	The school has a system in place to assess the effectiveness of its communication system with all of its diverse organizations. Changes are made to the strategies and techniques in place in response to the results of assessment.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School and district written communications and forms	Extent to which print material avoids jargon and complex writing and demonstrates sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home
<input type="checkbox"/> Translation services	Communication of contact information to appropriate parents
<input type="checkbox"/> Staffing at parent events	Extent to which bilingual staff and volunteers are available to assist in translation during student enrollment, parent conferences and other parent communication events
<input type="checkbox"/> Meeting flyers	Extent to which meetings are held in a variety of sites at a variety of times to facilitate participation of all parents; provision of child care
<input type="checkbox"/> School calendar	Avoidance of scheduling conflicts with cultural/religions days of significance
<input type="checkbox"/> IEP and MET reports	Goals and objectives

BENCHMARK B: Engagement

The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.

Key Characteristic - IV.2.B.3 Community Agencies

Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.

Questions to Consider

1. What information has been collected and reviewed in order to identify the key skills and/or knowledge that children lack or need, that affect student achievement when they enter pre-school or Kindergarten?
2. Which community resources have been leveraged to enhance the ability of schools to support students in need? Do the related activities support the academic goals of the building?
3. List the goal(s) that has/have been set in order to ascertain whether or not the community resource has had an effect. Who is responsible within the school for implementing and monitoring goals?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The school provides mandated supports in health and social services. Any additional support is referred to outside agencies.
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Partially Implemented:

<input type="checkbox"/>	Student and family access to community agencies is focused on services and treatment, and is available on an as needed basis.
<input type="checkbox"/>	Community agency support to families and students is focused on services and treatment.

Implemented:

<input type="checkbox"/>	The school has established connections with some community agencies to provide services and treatment, as well as prevention and early intervention.
<input type="checkbox"/>	Partnerships with community agencies provide additional support for at risk and low achieving students.

Exemplary:

<input type="checkbox"/>	The school has established partnerships with community agencies to supplement comprehensive health and human services to students and families.
<input type="checkbox"/>	Services provided by community agencies are culturally and linguistically appropriate.
<input type="checkbox"/>	Partnerships with community agencies play an important role in improving student achievement through active involvement in the support of at risk and low achieving students.
<input type="checkbox"/>	Regular evaluations occur to assess the impact on achievement of the community agency partnership

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School records	Documentation of referrals and follow-up services provided by a variety of community agencies
<input type="checkbox"/> Contracts, agreements	Collaboration between school/district and community agencies to provide priority services to high need students; offering of parenting workshops by various agencies
<input type="checkbox"/> School schedule, calendar	Examples of screenings by the county health department; dental and health services/ clinics are available
<input type="checkbox"/> Listings, databases	School social worker maintains a file of community agencies able to provide numerous resources for a variety of family needs

Strand V – Data and Information Management

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 1 – Data Management

The school has policies, procedures and systems for the generation, collection, storage and retrieval of its data.

BENCHMARK A: Data Generation, Identification and Collection

Schools have a process for the generation, identification and collection of student and school information.

Key Characteristic - V.1.A.2 Systematic

There is systematic identification, collection, entry, storage, and generation of relevant data about the operation of the school, including its staff and students.

Questions to Consider

1. Does this school have a data plan that addresses classroom data, schoolwide data, core subject performance and learning gaps?
2. Which key aspects of the school's operation, policies and practices have been identified by the staff and leadership for monitoring?
3. How is data used in the decision making process?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The only data that is systematically entered into the data system is that required for various compliance reasons, such as attendance or grades.
<input type="checkbox"/>	No systematic process exists for the identification, collection, entry, storage and generation of relevant data.
<input type="checkbox"/>	Data is entered into the system on a sporadic basis

Partially Implemented:

<input type="checkbox"/>	In addition to compliance data, the system allows for the entry of additional data as necessary.
<input type="checkbox"/>	Data is gathered and entered into the data system on a regular basis with limited oversight.
<input type="checkbox"/>	The data system allows for the entry of data as a specific need is identified.
<input type="checkbox"/>	Most data is entered correctly by designated personnel in a timely manner, but without regular oversight by staff members who have that responsibility.

Implemented:

<input type="checkbox"/>	The system provides the necessary data that informs decisions made at the school level.
<input type="checkbox"/>	The staff in the school knows what data needs to be entered and how to do it, although this is not necessarily documented.
<input type="checkbox"/>	Most data is entered correctly and in a timely manner, but without regular oversight by staff members who have that responsibility.

<input type="checkbox"/>	The school is using the data system to support its operations.
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Exemplary:

<input type="checkbox"/>	The data system provides flexibility for multiple uses that enhance the ability of staff to make decisions that have a direct impact on student achievement.
<input type="checkbox"/>	Defined/documented processes exist for all data required by the data system.
<input type="checkbox"/>	Administrative oversight ensures that data processes are implemented in a timely, accurate manner, and entered by personnel who have been trained in data entry
<input type="checkbox"/>	Generating, identifying, collecting, and storing data is a routine part of how the school does business.
<input type="checkbox"/>	All staff uses the data system appropriately.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Survey	Extent of support for the data system; effectiveness and timeliness of data collection processes; how and when data is collected; knowledge of data system
<input type="checkbox"/> Data system documentation	Description of data processes
<input type="checkbox"/> School Improvement Plan	Description of data to be collected, process for collection and personnel responsible for collection
<input type="checkbox"/> REP	REP Report
<input type="checkbox"/> IEP or IFSP (Individualized	Progress Reports

Family Service Plan)	
<input type="checkbox"/> MET Report	Functioning Levels
<input type="checkbox"/> CIMS (Continuous Improvement Monitoring System)	Compliance Monitoring Report, Surveys
<input type="checkbox"/> CTEIS (Career Technical Education Information System)	Enrollment data, Completion data

Key Characteristic - V.1.A.4 Multiple Sources

The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

Questions to Consider

1. What data sources are used to collect school-level and student information?
2. Which data sources address monitoring of individual student growth?
3. How are key aspects of student performance measured over time?
4. Has training been provided to staff to support the accurate collection and use of data?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The school relies on data from state and national tests (perhaps mandated by the district) and limits the use of comparable data from multiple sources to that provided, if any, by these tests.
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Partially Implemented:

<input type="checkbox"/>	The school identifies and collects data used to make critical, high-stakes decisions, such as standards attainment, retention, summer school, or special program placement.
<input type="checkbox"/>	There is a dialog in the school about expanding the variety and sources of data, with attention to using various methods to collect comparable indicators.

Implemented:

<input type="checkbox"/>	The school identifies, collects and stores multiple indicators of key data used to make critical, high-stakes decisions.
<input type="checkbox"/>	Data is collected longitudinally and accurately tied to individual students where appropriate.
<input type="checkbox"/>	Process and perception data is collected and documented.

Exemplary:

<input type="checkbox"/>	The school identifies, collects and stores multiple indicators of all data for high stakes decisions as well as subsequent analysis.
<input type="checkbox"/>	Data is gathered in a way that will support comparability. All student data is accurately tied to individual students (except where this is not appropriate such as anonymous surveys).
<input type="checkbox"/>	Data is routinely gathered over time to provide accurate longitudinal information.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Policies and Procedures Handbook	Description of processes used to gather data, types of collection methods employed and instruments used
<input type="checkbox"/> Data documentation	Collection methods and instruments employed
<input type="checkbox"/> Data arrays and student records	Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards
<input type="checkbox"/> Administrative software	Type of software used to collect and store data
<input type="checkbox"/> REP	REP Report
<input type="checkbox"/> IEP or IFSP	Progress Reports
<input type="checkbox"/> MET Report	Functioning Levels
<input type="checkbox"/> CIMS	Compliance Monitoring Report, Surveys
<input type="checkbox"/> CTEIS	Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards
<input type="checkbox"/> Perkins Core Performance Indicators	Indicator analysis

BENCHMARK C: Data Support

The system provides multiple types and sources of data.

Key Characteristic - V.1.C.1 Process

Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

Questions to Consider

1. What has been the content of the data training that staff members have received?
2. Identify the school data leader and describe that person's responsibilities.
3. What hardware and software resources are available to support data management and analysis?
4. Describe any processes in place to ensure that locally-generated data are accurate.

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Staff has minimal support in the use of the data system.
<input type="checkbox"/>	There has been some dialog regarding collaborative use of data in the school, but it is not evident as a professional practice.
<input type="checkbox"/>	The school lacks internal expertise in data management processes.
<input type="checkbox"/>	Training in data management processes has not been provided to the staff, although some individuals may have attended workshops on their own.

Partially Implemented:

<input type="checkbox"/>	Some of the staff uses the data system through a set of loosely defined processes that allow them to access the data they need.
<input type="checkbox"/>	Collaborative use of data is occurring in the school, but is not widespread.
<input type="checkbox"/>	Little expertise in data management processes exists within the school. The school is dependent on outside help for most process issues.
<input type="checkbox"/>	Minimal training has been provided on data management processes.

Implemented:

<input type="checkbox"/>	The professional staff uses the data system through a set of defined processes that allow them to access the data they need on a regular basis in a way that is useful to them.
<input type="checkbox"/>	Collaborative use of data is an established process that is widely used in the school.
<input type="checkbox"/>	Expertise in data management processes exists within the school, but the school is dependent on outside (district) help for many process issues.
<input type="checkbox"/>	Training has been provided on data management processes and is repeated/updated occasionally.

Exemplary:

<input type="checkbox"/>	All professional staff in the school is engaged in the routine use of the data system through well-defined processes.
<input type="checkbox"/>	Collaborative use of data is a well-established process that is an integral part of how the school functions.
<input type="checkbox"/>	A layered system of support for data management processes exists..
<input type="checkbox"/>	School staff receives ongoing training in processes for managing data

<input type="checkbox"/>	Expertise exists within the school to support the staff in the use of defined data management processes.
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Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Agendas / minutes	Extent to which meetings and discussions center around use of data and increasing expertise in its use; professional development initiatives centered around increasing expertise in data use and management
<input type="checkbox"/> Surveys	Described expertise in and professional development experienced regarding data management

STANDARD 2 – Information Management

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

BENCHMARK A: Analysis and Interpretation

Staff members use appropriate methods to examine data and collaboratively determine its possible meaning.

Key Characteristic - V.2.A.1 Analysis

Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

Questions to Consider

1. How are data routinely considered in building decision-making activity?
2. What techniques are routinely used in data analysis? What is the purpose of alternative analysis?
3. What alternative analysis training has been provided to staff members? Which of these processes is used?
4. How do staff members collaboratively use results of data analysis?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Limited data is analyzed and primarily used to summarize. Dialog about the use of data to predict and prevent is not yet evident.
<input type="checkbox"/>	The school's focus is on disaggregation of state and national test results by mandated demographics.
<input type="checkbox"/>	One individual is responsible for data summation and interpretation.
<input type="checkbox"/>	Staff members do not have regular opportunities to analyze data that compares targeted groups over time.

Partially Implemented:

<input type="checkbox"/>	The data in the system is analyzed to turn it into useful information, primarily to summarize and examine. There is dialog in the school about the use of data to predict and prevent, but such practices are in their early stages.
<input type="checkbox"/>	Teachers are analyzing some data that has direct impact on their instructional decisions.
<input type="checkbox"/>	The efficacy of a few programs and practices is analyzed based on data in the system.
<input type="checkbox"/>	Some staff members have the ability to analyze and interpret multiple types of data.

Implemented:

<input type="checkbox"/>	Most of the data in the system is analyzed and used to summarize, examine, predict, and prevent.
<input type="checkbox"/>	Teachers routinely analyze the data that has direct impact on their instructional decisions.
<input type="checkbox"/>	The effectiveness of major programs and practices is analyzed based on data in the system.
<input type="checkbox"/>	The majority of instructional staff is skilled in the analysis and interpretation of multiple types of data.

Exemplary:

<input type="checkbox"/>	The instructional staff members routinely analyze the data in the system to turn it into useful information that is used to summarize, examine, predict, and prevent.
<input type="checkbox"/>	The effectiveness of all programs and practices is routinely analyzed based on data in the system.
<input type="checkbox"/>	The instructional staff members are skilled in the analysis and interpretation of multiple types of data.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Data reports	Description of data sources, types of disaggregation, time periods covered and how the data is arrayed
<input type="checkbox"/> School Improvement team meetings, staff meeting agendas/minutes	Description of the role of data and data analysis in improvement of student achievement and school processes
<input type="checkbox"/> Surveys	The role played by data analysis at the school, committee, and individual staff levels
<input type="checkbox"/> Lesson plans	Analysis of the role played by data in instructional practices
<input type="checkbox"/> IEP/IFSP	Monitoring reports
<input type="checkbox"/> Training records	Local training documentation proof/agendas, etc.
<input type="checkbox"/> CTE Computer Follow-up Surveys	Analysis of data gathered
<input type="checkbox"/> VE 4301	Data gathered

Key Characteristic - V.2.A.2 Dialog About Meaning

The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

Questions to Consider

1. When has the staff met to review and discuss data? Please list the dates for scheduled meetings for this purpose.
2. How often does the staff meet to focus on student achievement data?
3. What practices are in place to ensure broad staff participation, including that of new staff members?
4. How does the staff demonstrate their support for data-driven decision-making?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The examination of data, and dialog about its meaning, is infrequent and usually within traditional structures, such as all-staff meetings. Some staff has expressed a desire for additional conversations.
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Partially Implemented:

<input type="checkbox"/>	Some teaching staff holds collaborative conversations about the meaning of the information derived from an analysis of the school's data.
<input type="checkbox"/>	Staff views data primarily at its face value. While some collaborative conversations around the meaning of the data do occur, the majority of the staff does not consider alternative interpretations.
<input type="checkbox"/>	The examination of data and dialog about its meaning occur most often in traditional structures such as grade level or departmental meetings.

Implemented:

<input type="checkbox"/>	There is a high level of acceptance at the school on the importance of data in decision-making.
<input type="checkbox"/>	Staff willingly participates in dialog about the meaning of the information derived from the analysis of their data, and the entire school staff is regularly involved in this dialog.
<input type="checkbox"/>	Staff is learning to evaluate their data effectively, making decisions based on the data after substantive conversation.
<input type="checkbox"/>	Teachers, and many other staff, are engaged in collaborative teams that structure and facilitate the dialog about the meaning of data.
<input type="checkbox"/>	Staff has the basic skills and knowledge needed to engage in difficult dialog about the meaning of data and these conversations are an accepted part of the school culture.

Exemplary:

<input type="checkbox"/>	The meaningful use of data is considered a professional cornerstone of the school.
<input type="checkbox"/>	There is a constant dialog in the school about the meaning of the information derived from the analysis of the school's data. This dialog involves the entire school community and is an integral part of how the school functions.
<input type="checkbox"/>	The dialog about the meaning of data is deliberate and based on skeptical inquiry. Staff resists jumping to conclusions; contrary opinions are sought and alternative interpretations/explanations are explicitly considered.
<input type="checkbox"/>	Processes are in place, such as collaborative teams, to structure and facilitate the dialog about the meaning of data.

<input type="checkbox"/>	The dialog about the meaning of data is safe: all staff use their personal skills and professional knowledge to engage in difficult conversations about the meaning of their data, especially the efficacy of their programs and practices as they relate to the results being obtained with their students.
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Content Area

Please check the content areas that this impacts:

<input type="checkbox"/> ELA	<input type="checkbox"/> M	<input type="checkbox"/> S	<input type="checkbox"/> SS
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Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Agendas/minutes from School Improvement staff and/or grade/course meetings	Description of dialog around data and data-based decision
<input type="checkbox"/> Agendas/minutes from Parent Advisory Council and/or Parent-Teacher conferences	Description of discussion around data and data-based decision-making
<input type="checkbox"/> Surveys	Staff and other stakeholder attitudes regarding data dialogs and data based decision-making
<input type="checkbox"/> IEP/IFSP	Monitoring Reports
<input type="checkbox"/> CIMS	Compliance Monitoring Reports, Surveys
<input type="checkbox"/> Department staff meeting minutes	List of staff meetings
<input type="checkbox"/> CTEIS	Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards

BENCHMARK B: Applications

Data is used to inform school decisions including monitoring and adjusting teaching for learning.

Key Characteristic - V.2.B.1 Dissemination

The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.

Questions to Consider

1. How does the school share data with parents and the broader school community?
2. How is school data-based information shared across the district, across buildings, grade levels and content areas?
3. Who interprets school and district data to the school community?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	Information derived from the analysis and interpretation of the school's data is not widely shared, and is often on a need-to-know basis and is generally not made available prior to decisions being made.
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Partially Implemented:

<input type="checkbox"/>	The school has limited strategies to share the information and meaning derived from the analysis and interpretation of its data. Information is sometimes shared in advance of decisions.
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Implemented:

<input type="checkbox"/>	Information is often shared both internally and with broader school community when possible / appropriate, in advance of decision-making.
<input type="checkbox"/>	Information is made available to stakeholders who are not authorized users of the data system.

Exemplary:

<input type="checkbox"/>	Information derived from the analysis and interpretation of data is actively shared with the broader school community and when possible/appropriate, in advance of decision making.
<input type="checkbox"/>	Inside the school, information is shared through various standard and special report formats and reporting mechanisms.
<input type="checkbox"/>	Information is made available to stakeholders who are not authorized users of the data system through various reporting formats.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Staff and parent meeting agendas/ minutes	Description of processes employed and types of data shared with stakeholders
<input type="checkbox"/> School newsletters	Description of processes employed and types of data shared with stakeholders
<input type="checkbox"/> Annual Report	Description of processes employed and types of data shared with stakeholders
<input type="checkbox"/> Board of Education reports	Description of processes employed and types of data shared with stakeholders
<input type="checkbox"/> Data reports	Description of data reporting process
<input type="checkbox"/> Advisory Committee Minutes	Contents of minutes

Key Characteristic - V.2.B.2 Data-Driven Decision Making

Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Questions to Consider

1. How is the school data plan periodically reviewed and evaluated?
2. What improvements and modifications have been made to the data system after review and evaluation?
3. How will the data dissemination plan be reviewed and modified on a regular basis?

Rubric Definitions

Getting Started:

<input type="checkbox"/>	The school is just beginning to have conversations about data-driven decision making.
<input type="checkbox"/>	The data available to the school to support decision-making is limited primarily to some demographics and student achievement results from state and national tests.
<input type="checkbox"/>	The school relies primarily on mandated testing data or other broad achievement measures and staff input rather than student and school data to evaluate its improvement strategies.

Partially Implemented:

<input type="checkbox"/>	The use of data to support decision-making is viewed as important in some contexts, but not all.
<input type="checkbox"/>	The school data system is used to support some decisions about many students.
<input type="checkbox"/>	A few staff frequently support their instructional strategy decisions using the data system.
<input type="checkbox"/>	A sense of common ownership towards the results being obtained in the school is emerging.
<input type="checkbox"/>	The data system does not yet contain the data needed to monitor and adjust programs and practices, although some of this data is being collected occasionally and analyzed in other ways. The gathering of data on instructional practices and school processes is not emphasized.

Implemented:

<input type="checkbox"/>	The school has a data system that is used to support key decisions about individual students, classroom practices, and school-wide processes and programs.
<input type="checkbox"/>	Most members of the staff make regular use the data system to support their decision processes.
<input type="checkbox"/>	Staff dialog occurs around key instructional decisions and they share a sense of responsibility for decisions that are made.
<input type="checkbox"/>	Key programs and processes are monitored and adjusted based on data in the system. Attention is paid to sustaining effective programs/practices and improving/eliminating ineffective ones.
<input type="checkbox"/>	The data system is periodically evaluated, opportunities for improvement noted, and modifications made.

Exemplary:

<input type="checkbox"/>	Outcome, process, perception, and demographic data are routinely used in combination to derive a more complete picture of any situation requiring a decision.
<input type="checkbox"/>	The school has a data system that anticipates and supports most of the decisions that need to be made about individual students, classrooms practices, and school-wide processes and programs.

<input type="checkbox"/>	The data system is in daily use by all members of the staff and effectively supports the decisions that are being made.
<input type="checkbox"/>	The entire staff accepts responsibility for decisions that are made regarding the results being obtained in the school.
<input type="checkbox"/>	All programs and processes are continuously monitored and adjusted based on data in the system. Effective processes/practices are replicated and institutionalized, while ineffective programs are modified or eliminated.

Content Area

Please check the content areas that this impacts:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA	M	S	SS

Enter Evidence

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Annual Education Report School Improvement plan Intervention and/or differentiation plans	Explanation of the role data and the data system plays in school and instructional improvement; use of data in differentiating instruction for individual students
<input type="checkbox"/> Meeting minutes	Description of the role of data and types of data employed in school / instructional decisions
<input type="checkbox"/> Surveys	Reports of the role played by data in school-based decisions
<input type="checkbox"/> Core Performance Indicators	Grant application
<input type="checkbox"/> CIMS	Compliance Monitoring Report, surveys

Goals

This report requires that one goal with at least the Goal Details level be included; adding Objectives, Strategies and Activities is optional.

Use the **Manage Goals template** to complete this section offline.