



SYSTEMIC MIDDLE LEVEL REDESIGN: BUILDING A MINNESOTA MODEL FRAMEWORK

The intent of the Systemic Middle Level Redesign: Building a Minnesota Model Framework is to assist middle level schools in achieving the vision that Minnesota's investment in education will help all students achieve, at a minimum, a P-14 education that will enable them to develop a strong work ethic, gain competitive employment, pursue lifelong learning, become engaged citizens for the 21st century, and enhance their quality of life by providing research-based information and resources to support the six core components of the framework. Core components include:

- Rigorous and relevant curriculum for all students
- Personalized learning environment for each student
- Highly effective teachers and instruction
- Effective leadership
- Safe and healthy school environment
- Data use for improvements in a timely and ongoing manner

Systemic Middle Level Redesign: Building a Minnesota Model Framework is available online for all middle schools/ junior high schools to assist with their middle level improvement initiatives. The framework lists ideal characteristics of six research-based core components for middle level improvement. For each of the characteristics, the framework provides lists of possible tools to measure these characteristics, potential strategies for implementation, possible resources to explore, and advisor guidance. Supporting individual middle level improvement plans is a priority, yet one redesign model does not fit all schools. We recognize how challenging it is to redesign a complex middle level school to educate all students for a growing global economy.

Systemic Middle Level Redesign: Building a Minnesota Model Framework was developed by the Minnesota Department of Education in conjunction with NCCC (North Central Comprehensive Center) at McREL (Mid-continent Research for Education and Learning).

Updated 3/6/2012

Minnesota Core Components of Successful Middle Level Schools

Summary of Core Components and Characteristics

Component One: Rigorous and relevant curriculum for all students

- 1.1 All students are engaged in a rigorous, standards-based core academic curriculum
- 1.2 Curriculum is exploratory and integrative in nature and intersects with the larger social environment in their lives
- 1.3 Curriculum is connected to real-world contexts that build on student interests, needs, community resources, and technology
- 1.4 All students experience instruction that motivates and challenges them in every classroom
- 1.5 Assessment is frequent, varied, and appropriate to students' diverse developmental levels and the learning to be demonstrated
- 1.6 Ongoing feedback to teachers and students is used to guide instruction and address individual learning needs

Component Two: A personalized learning environment for each student

- 2.1 Structures, behaviors, and activities are in place to connect all students to adults within the school and community
- 2.2 Students have opportunities to meet with an adult to plan and assess their academic, personal, and social development
- 2.3 Student support services and personnel (school deans, counselors, nurses, social workers, and psychologists; outside service agencies; cultural liaisons; and school resource officers) provide support to students
- 2.4 The school facilitates the involvement of parents and other adult mentors in creating a personalized learning environment
- 2.5 Teachers work together in teams to serve small groups of students over time
- 2.6 The school day is organized to provide extended periods of instructional time and to facilitate close student-teacher relationships

Component Three: Highly effective teachers and instruction

- 3.1 Teachers are proficient in their content areas
- 3.2 Teachers and student support specialists have deep knowledge of young adolescent development across all domains (e.g., cognitive, physical, social, emotional)
- 3.3 Teachers and student support specialists apply appropriate strategies to meet the full spectrum of social, linguistic, emotional, physical, and developmental needs of students
- 3.4 Teachers and student support specialists collaborate on interdisciplinary teams
- 3.5 Teachers use a variety of student-centered instructional strategies that address students' cultures, interests, learning styles, aptitudes, and English language proficiency levels

Component Four: Effective leadership

- 4.1 The principal communicates the school's mission and vision clearly and consistently to all constituents (e.g., school staff, parents, community members, businesses, community organizations)
- 4.2 The principal is an advocate and spokesperson for the school's continuous improvement efforts and places importance on professional development
- 4.3 The principal and teacher leaders monitor all aspects of the school's continuous improvement efforts
- 4.4 Structures are in place that provide all staff with opportunities to influence and exercise leadership, school activities, and policies
- 4.5 The principal, teacher leaders and student support services foster a culture of collective and collaborative responsibility for student success among all staff
- 4.6 The principal understands the change process and anticipates and manages the effects of change on stakeholders

Component Five: Safe and healthy school environment

- 5.1 The school environment is welcoming, physically and emotionally safe, and supports healthy development
- 5.2 The school supports health and wellness efforts
- 5.3 Educators and all staff hold high expectations for all students
- 5.4 The school actively initiates a variety of opportunities for parent engagement and support
- 5.5 The school creates a climate of intellectual development, respect, and supportive relationships that foster students' sense of belonging

Component Six: Use data for improvement in a timely and ongoing manner

- 6.1 All staff use data to improve curriculum, instruction, and student engagement and learning
- 6.2 All staff use data to improve school culture, organization, and management
- 6.3 The school uses a systematic, data-driven school improvement planning process
- 6.4 Staff assesses and reports the impact of improvement policies and practices on all student populations to stakeholders
- 6.5 Students use data to assess and track progress toward goals and evaluation criteria

Component One: Rigorous and relevant curriculum for all students

| The Ideal | Where are We? | | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>1.1</p> <p>All students are engaged in a rigorous, standards-based core academic curriculum</p> | <p>Aspect A</p> <p><i>All Students</i></p> <ul style="list-style-type: none"> • Transcripts by subgroups • Course enrollment figures/transcripts • State assessment results by subgroup • Schools will have an improvement goal to this effect • Dual report card data | <p>Aspect B</p> <p><i>Rigorous core academic curriculum</i></p> <ul style="list-style-type: none"> • Curriculum maps to assure curriculum is aligned with standards • Principal observations/walk-throughs • Course Audit form to measure rigor, relevancy, standards • Lesson plans specifying objectives • Learning Targets Observation tool • Instructional fidelity checklists • School Evaluation Tool (SET) | <ul style="list-style-type: none"> • Reading and writing in the content areas • Embed standards in the enacted curriculum • Curriculum mapping • Provide students the opportunity to participate in honors/accelerated classes • Renaissance Program • Middle Years IB program for ALL students • Replace remedial classes with instructional supports designed with Response to Intervention (RiT) in mind • Use Explore test results to be sure students are taking appropriate classes • Establish and use routinely a method for assessing effectiveness and implementation integrity Skills instruction embedded within curriculum maps, course syllabi, unit lessons | <ul style="list-style-type: none"> • Getting results with curriculum mapping by Heidi Hayes Jacobs (2004) • Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York by Gina Biancarosa and Catherine E. Snow (2006) • Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York by Steve Graham and Dolores Perin (2007) • Teachscape observation tools • Power Walkthrough@ software • Atlas Curriculum Mapping • Eclipse Curriculum Mapping • Surveys of Enacted Curriculum | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. How aligned is the instruction with standards and articulated outcomes? 2. How aligned is the instruction with the assessments? 3. What tool(s) do you use to measure alignment? 4. Do you gather observable and measurable information, on a day-to-day basis, of the desired outcomes of instruction (e.g., with walkthroughs)? 5. How do we know that all staff share a common definition of what a rigorous curriculum is? 6. Can students, teachers and school staff communicate learning targets regularly in a way that is meaningful? |

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| | | | <ul style="list-style-type: none"> • Content Literacy Continuum (CLC) • Health content used to teach reading and writing (Health Literacy model) • Provide Pre-AP opportunities for all students • Provide 1-to-1 focused feedback to students on their academic progress (as a standard practice in every classroom) • Place students appropriately in all academic areas (continuous progress model); transition students as appropriate, taking into account academic and social readiness of students; communicate with parents | <ul style="list-style-type: none"> • National Center on Response to Intervention • Collegial collaboration: An important component of developing a rigorous curriculum by Julie Fondell • Health Literacy model (used in Reading First) • AVID • Rigor/Relevance Framework • National Urban Alliance • Technology integration specialists • Minnesota Department of Education (MDE) Response to Intervention (RtI) • Secondary Response to Intervention (RtI) | <ol style="list-style-type: none"> 7. How do we know that our curriculum, instruction, intervention, and assessments are aligned with standards? 8. How do we provide the academic rigor necessary to help students meet the 21st century challenges? 9. How can adaptations in instruction and assessment for students with special needs be made and yet maintain rigor? 10. Is there a plan for evaluating the fidelity of core curriculum implementation? |

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| <p>1.2</p> <p>Curriculum is exploratory and integrative in nature and intersects with the larger social environment in their lives</p> | <p>Aspect A</p> <p><i>Curriculum is exploratory and integrative in nature</i></p> <ul style="list-style-type: none"> • Student survey on extent to which content capitalizes on their innate curiosity • Analysis of curriculum to determine range of academic, vocational, and recreational subjects for career options, community service, and enrichment | <p>Aspect B</p> <p><i>Curriculum intersects with the larger social issues students lives</i></p> <ul style="list-style-type: none"> • Analysis of curriculum to determine the extent to which it intersects with social issues of students | <ul style="list-style-type: none"> • Use project-based learning • Provide culturally relevant instruction • Offer exploratory experiences that include service learning • Music programs and other performing arts (students go out to the community) • Inter-generational activities • Connect to community college system (e.g., robotics) • Consider after school programming that supports curricular connections and includes service learning • Independent study projects | <ul style="list-style-type: none"> • Stuck in the middle: Strategies to engage middle level learners by Traci Mayday (2008) • Using student engagement to improve adolescent literacy (Quick Key 10 Action Guide) by Learning Point Associates (2005) • Research summary: Project-based learning in middle grades mathematics by Zeynep EbrarYetkiner, Hamza Anderoglu, and Robert M.Capraro (2008) • “Real projects in a digital world” by Suzie Boss and Jane Krauss in Principal Leadership (December 2007) • “Promoting culturally responsive standards-based teaching” by Steffen Saifer and Rhonda Barton in Principal Leadership (September 2007) • “Planning multicultural lessons” by Darlene Leiding in Principal Leadership (September 2007) • National Center for Cultural Competence • Future Cities • Destination Imagination • Jason Project • Arctic Expeditions | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. What percentage of instruction at each grade level relies on active inquiry and project-based instruction? 2. What exploratory experiences do you currently offer? 3. Are any service learning projects currently embedded into your core curriculum? |

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| <p>1.3</p> <p>Curriculum is connected to real-world contexts that build on student interests, needs, community resources, and technology</p> | <p>Aspect A</p> <p><i>Real-world contexts</i></p> <ul style="list-style-type: none"> Survey of students about the extent to which the curriculum is connected to real-world contexts Analysis of curriculum to determine extent to which real-world contexts are used in examples, problems, explanations, etc. Analysis of issues/concerns raised by students who use student support services/career planning | <p>Aspect B</p> <p><i>Building on interests/needs/resources, technology</i></p> <ul style="list-style-type: none"> Survey or interviews of students about the extent to which the curriculum reflects their interests and needs Analysis of curriculum to determine extent to which the curriculum reflects student interests and needs Survey parents Survey community groups that serve youth to identify what they think are students' real-world issues and interests | <ul style="list-style-type: none"> Provide teachers with information and professional development about problem-based learning Learn about and implement contextual teaching and learning strategies Use Integrated Thematic Instruction Establish internship programs with area businesses Include students in curriculum planning Recognize and structure student support services as the 'learning lab' for students to practice/ implement skills related to real-world situations Use student support services personnel, some of whom are providers to students in "real life," to access community resources. Connect to businesses (e.g., health care connection to scientists as a way to generate interest in science careers) | <ul style="list-style-type: none"> Breaking ranks in the middle: Strategies for leading middle level reform by National Association of Secondary School Principals (2006) Teaching what matters most: Standards and strategies for raising student achievement, by Richard Strong, Harvey Silver, and Matthew J Perini (2001). (A section on authentic curriculum and learning is on pp. 94–118) Illinois Mathematics and Science Academy PBLNetwork What is contextual teaching and learning? by Texas Collaborative for Teaching Excellence The Center for Effective Learning How might middle school students be involved in classroom curriculum planning? by National Middle School Association | <p>Questions to ask:</p> <ol style="list-style-type: none"> To what extent do teachers understand how to develop lessons that incorporate real-world contexts? What opportunities do students have to learn in real-world contexts within the curriculum and in informal learning situations? What opportunities exist to collaborate with businesses/community services to develop apprenticeships and other real-world contexts for learning? How do teachers gather information about students' interests and needs? What community resources are available to support student learning in real-world contexts? How can staff's knowledge of technology keep up with what students learn outside the classroom? |

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| | | | <ul style="list-style-type: none"> • Partner with health organizations to put on a health fair • IB Middle Years Program • Identify web resources that focus on real-world connections (e.g., YouTube videos) • Sabbaticals, internships, summer programs for teachers to work with experts in a non-education field | | <p>7. How can we begin to incorporate cell phones and other technologies in the classroom?</p> <p>8. How might middle school students be involved in classroom curriculum planning?</p> |

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| <p>1.4</p> <p>All students experience instruction that motivates and challenges them in every classroom</p> | <p>Aspect A</p> <p><i>All students</i></p> <ul style="list-style-type: none"> • Transcripts by subgroups • Course enrollment figures/transcripts | <p>Aspect B</p> <p><i>High-level, engaging instruction</i></p> <ul style="list-style-type: none"> • Survey on School Level Practices and Motivation from What Works in Schools (Figure 17.1, p. 161) • Classroom observation data • Analysis of curriculum (e.g., level of difficulty of problems used in various classes) • Percent of eye-to-eye instruction or time students are actively working with content/skills | <ul style="list-style-type: none"> • Provide teachers with professional development on strategies for addressing student motivation/ engagement • Use student self-assessment methods to create individual learning plans for all students, tailored to individual interests • Give students access to their Individualized Learning Plans (ILPs) through parent web portals • Encourage teachers to make assignments available on the web • Involve students in designing their ILPs • Help students understand how motivation affects learning • Teach students how to set goals for academic achievement • Use transformative technology tools (e.g., Classroom Response Systems [clickers], cell phones, SMART boards, digital cameras) to engage students | <ul style="list-style-type: none"> • What works in schools by Robert J. Marzano (2003) • Classroom assessment and grading that work by Robert J. Marzano (2006) • The art and science of teaching by Robert J. Marzano. (2007) • Enhancing professional practice: A framework for teaching by Charlotte Danielson (2007) • Inside school improvement: Creating high-performing learning communities by Jackie A. Walsh and Beth D. Sattes. (2000). (Chapter 4: Enabling SMART Learners, pp.169–233; Data in a Day activity, Appendix C) • Teaching what matters most: Standards and strategies for raising student achievement by Richard W. Strong, Harvey F. Silver, and Matthew J. Perini (2001) pp. 70–93. • The Danielson Group | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. To what extent do lessons reflect what we know about what motivates students to learn? 2. What do we know about student motivation? 3. How do individual characteristics of students influence their motivation (ex. Students with disabilities, or different ways of processing information, from different cultures?) 4. What do we believe about the student's role in instruction? 5. What actions could we take to move from focusing on instruction to focusing on learning? 6. What is our process for determining whether our courses are challenging enough for different groups of students? 7. What transformative technology tools are you currently using to motivate and encourage students? 8. Are students encouraged and guided in setting goals for academic achievement? |

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| | | | <ul style="list-style-type: none"> Professional development for teachers on how health/mental health and social factors affect learning, motivation, and engagement | | |

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| <p>1.5</p> <p>Assessment is frequent, varied, and appropriate to students' diverse developmental levels and the learning to be demonstrated</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Assessment is frequent, varied and appropriate</i></p> <ul style="list-style-type: none"> Survey of frequency and types of assessments being used in each classroom | <ul style="list-style-type: none"> Provide teachers with professional development on strategies for assessing students Use student self-assessment methods Use transformative technology tools (e.g., Classroom Response Systems [clickers], cell phones, SMART boards, digital cameras) to engage students in assessment Structure PLC time around assessment (e.g., looking at student work, developing assessments) Professional development for teachers on how health/mental health and social factors affect learning, motivation, engagement to aid in interpreting results of assessment Provide 1-to-1, focused feedback to students on their academic progress (as a standard practice in every classroom); have a standardized way to provide feedback to students | <ul style="list-style-type: none"> What works in schools by Robert J. Marzano (2003) Classroom assessment and grading that work by Robert J. Marzano (2006) Enhancing professional practice: A framework for teaching by Charlotte Danielson (2007) Inside school improvement: Creating high-performing learning communities by Jackie A. Walsh and Beth D. Sattes (2000) Chapter 4: Enabling SMART Learners, pp. 169–233. Appendix C: Data in a Day activity. Teaching what matters most: Standards and strategies for raising student achievement by Richard W. Strong, Harvey F. Silver, and Matthew J. Perini (2001) pp. 70–93. Checking for understanding: Formative assessment techniques for your classroom by Douglas Fisher and Nancy Frey (2007) Classroom assessment for student learning: Doing it right –using it well by Richard J. Stiggins, Judith A. Arter, Jan Chappuis and Stephen Chappuis (2007) | <p>Questions to ask:</p> <ol style="list-style-type: none"> What percentage of student assessment is authentic versus traditional assessment? How can the ongoing assessments be incorporated into learning strategies? What should happen when assessments indicate that students have not learned (i.e., achieved standards/bench marks)? |

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| <p>1.6</p> <p>Ongoing feedback to teachers and students is used to guide instruction and address individual learning needs</p> | <p>Aspect A</p> <p><i>Feedback is ongoing to teachers and students</i></p> <ul style="list-style-type: none"> Routine student/teacher conferences Frequency of feedback survey provided to students and teachers Goals established during student/teacher conference are met | <p>Aspect B</p> <p><i>Feedback is used to guide instruction</i></p> <ul style="list-style-type: none"> Analysis of classroom lesson plans to ensure formative assessment feedback is incorporated | <ul style="list-style-type: none"> Work with students to create rubrics Student-led feedback (providing feedback to self or peers) Model how to give and use feedback Provide teachers with professional development on data use Student involvement in developing and monitoring individual learning plans related to unique needs (e.g., individual healthcare plan for students with chronic health care problems; stable plan for homeless students) Provide teachers with electronic access to data dashboards/web portals with a variety of student data Provide teachers with training on how to use these tools Focus PLC time on use of student data to guide instruction | <ul style="list-style-type: none"> How to give effective feedback to your students by Susan M. Brookhart (2008) Classroom instruction that works by Robert J Marzano, Debra Pickering, and Jane E. Pollock (2001) Classroom instruction that works with English language learners by Jane Hill and Kathleen Flynn (2006) Assessing and reporting progress through student-led portfolio conferences by Carol Smith The School Nurse Organization of Minnesota Identifying and treating attention deficit hyperactivity disorder: A resource for school and home by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs (2003) | <p>Questions to ask:</p> <ol style="list-style-type: none"> How frequently do instructional teams in your school use data to assess effectiveness in planning and developing lessons that meet academically rigorous standards and are developmentally appropriate? In what ways are students engaged in tracking individual performance (grades, projects, involvement)? How and how often is data used to make decisions about curriculum and instruction? How is data impacting instruction? |

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| | Possible Tools to Measure (Current Status) | | Potential Strategies | Possible Resources | Advisor Guidance |
| | | | <ul style="list-style-type: none"> • Designate a person(s) to manage and update student data • Use classroom walkthroughs to generate data and conversation about instruction • Collegial/ peer coaching (e.g., Q-Comp) | <ul style="list-style-type: none"> • Homeless Education McKinney-Vento • School Center or other online report cards for students and parents • AIMS web database to assess general outcome measures (reading fluency, math comprehension, etc.) • Common assessments used through the PLC model • NWEA MAP assessments | |

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| | Possible Tools to Measure (Current Status) | | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>2.1</p> <p>Structures, behaviors, and activities are in place to connect all students to adults within the school and community</p> | <p>Aspect A</p> <p><i>All students</i></p> <ul style="list-style-type: none"> Individual “maps” showing connections between students and adults in the school | <p>Aspect B</p> <p><i>Connection of adults to students</i></p> <ul style="list-style-type: none"> Teacher/adult record of time spent with students Comprehensive listing of efforts made to connect with students School climate/school connectedness measures Attendance records of staff and students | <ul style="list-style-type: none"> Advisory structures which support personalized learning High-quality, frequent 1-to-1 advisories Time allotted to ensure teachers have opportunities to meet with students Check and Connect School-wide system for acknowledging desired behaviors (PBIS) Students with increasing difficulty receiving more intensive supports (Rtl) Address health or other individual issues that may be barriers to learning, growing and developing Restorative Measures “Invisible” mentoring (connecting with kids in an informal way) Anti-bullying programs | <ul style="list-style-type: none"> Changing systems to personalize learning: The power of advisories by Debbie Osofsky, Gregg Sinner, Denise Wolk, and Sherri Miles (2003) The advisory guide: Designing and implementing effective advisory programs in secondary schools by Rachel A. Poliner and Carol Miller Lieber (2004) “Transcending boundaries” by Mavis G. Sanders in Principal Leadership (October 2007) Dropout Prevention: A practice guide (NCEE 2008–4025) by Mark Dynarski, Linda Clarke, Brian Cobb, Jeremy Finn, Russell Rumberger, and Jay Smink (2008) The little book of restorative discipline for schools : teaching responsibility, creating caring climates by Lorraine Stutzman-Amstutz and Judy H. Mullet(2005) | <p>Questions to ask:</p> <ol style="list-style-type: none"> How do you ensure students have meaningful personal connections with staff each day? Does the daily schedule support an environment for connecting with students? Has student health or other individual issues (that may be barriers to learning, growing and developing) been assessed for impact on learning? What percent of students say they are well known by at least one adult in your building? What is the connection between school day and OST (out-of-school- time) activities? Are your disciplinary policies fair for all |

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| | | | | <ul style="list-style-type: none"> • Discipline that restores: strategies to create respect, cooperation, and responsibility in the classroom by Ron and Roxanne Claassen (2008) • The International Institute on Restorative Practices • Restoring safe school communities: A whole school response to bullying, violence and alienation by Brenda Morrison (2007) • Langley Schools. (2004). Conversation peace: Restorative action in secondary schools. • Let's get real: A film by Groundspark • Restorative practices in schools: Rethinking behavior management by Margaret Thorsborne and David Vinegrad (2003) | students? |

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| | Possible Tools to Measure (Current Status) | | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>2.2</p> <p>Students have opportunities to meet with an adult to plan and assess their academic personal, and social development</p> | <p>Aspect A</p> <p><i>Student Interest and Choice</i></p> <ul style="list-style-type: none"> • Becker Reading Free Interest Inventory, revised (Becker, 2000) • OASIS – 3 Interest Schedule (Parker, 2002) • O*NET Career Interest Inventory (U.S. Department of Labor, 2002) • Picture Interest Career Survey (Brady, 2007) • Career Decision-Making System, revised (Harrington & O’Shea, 2000) • Wide Range Interest-Opinion Test, revised (WRIOT-2, Glutting & Wilkinson, 2006) • Explore Assessment | <p>Aspect B</p> <p><i>Student Aptitudes</i></p> <ul style="list-style-type: none"> • Armed Services Vocational Aptitude Battery (ASVAB), (U. S. Department of Defense, 1999) • Bennett’s Mechanical Comprehension Test (Bennett, 2006) • Occupational Aptitude Survey and Interest Schedule, 3rd ed. (OASIS-3, Parker, 2002) • O*NET Ability Profiler (U.S. Department of Labor Employment and Training Administration, 2002) | <ul style="list-style-type: none"> • Aptitude tests used in career/academic guidance • Students take interest inventories and use them in career/academic guidance • Self-regulation training • Perspective taking • Problem-solving strategy instruction • Intentional teaching of meta-cognitive skills • Use of self-assessment strategies • Teacher modeling of thinking skills (think-aloud) • Developing a future orientation • Students set progress goals and discuss progress monitoring graphs with teachers and parents • Use advisory periods • Student-led conferences • Achievement Via Individual Determination (AVID) • Circles or conferences | <ul style="list-style-type: none"> • Breaking ranks II : strategies for leading high school reform by National Association of Secondary School Principals (2004) The Personalized Learning Plan, Appendix 2, p. 169. • Changing systems to personalize learning: Introduction to the personalization workshops. by John H. Clarke and Sherri Miles (2003) • Marzano and Pickering. (1997). Dimensions of learning, Dimensions 1 and 5. • 2008-09 Curriculum by Washington State Navigation 101 team • Student-led conferences, books • Parent portals (e.g., Grade Book, Web AR) • EXPLORE test • Carlton County Collaborative Project YES grant, Donna Lekander, coordinator | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. How are students actively involved in academic planning? 2. How are students actively involved in monitoring their progress towards goals? 3. How is disciplinary data used to identify systemic or individual problems and how they affect individual progress? 4. Has student health or other individual issues (that may be barriers to learning, growing and developing) been assessed for their impact on learning? 5. What is the connection between school day and out-of-school-time (OST) activities? 6. Are your disciplinary policies fair to all students? |

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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>2.3</p> <p>Student Support Services and personnel (i.e. school deans, counselors, school nurses, school social workers, and school psychologists; outside service agencies, cultural liaisons, school resource officers) provide support to students</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Non-instructional staff provide support</i></p> <ul style="list-style-type: none"> • Record of time teacher/adult spent with students • Incoming students are screened for trauma experiences • Referrals to student assistance team/ student support services team/ child study team • Student assistance team referrals to school and community resources • Student evaluation of referrals • Attendance (school day and classroom) • School-wide assessment of student health/mental health and social needs • Identify availability of community resources to meet needs that interfere with learning • Minnesota Student Survey to identify student needs | <ul style="list-style-type: none"> • Students who score at a level of concern are invited, with parental consent, to participate in an eight-week Cognitive Behavior Interventions for Trauma in Schools (CBITS) curriculum • Student support services use comprehensive risk assessment framework and questions • Evidence-based prevention and intervention practices (SAMHSA; CDC Coordinated School Health) • Use of individualized learning plans • Include student support service personnel in Rtl trainings, planning and implementation • Student assistance team coordination with special education intake team | <ul style="list-style-type: none"> • NMSA research summary: Middle grades counseling by Patrick Akos and Megan Kingsley (2008) • Cognitive Behavioral Intervention for Trauma in Schools • National Association for Children of Alcoholics: Student Assistance Programs • National Health Education Standards • Collaborative for Social Emotional Learning. (CASEL) • UCLA / School Mental Health Project Center for Mental Health in Schools • Pennsylvania Student Assistance Program (SAP) • Threat assessment in schools: A guide to managing threatening situations and to creating safe school climate by U.S. Secret Service and Department of Education. (2004) | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. What percentage of your students say they are well known by at least one adult in the building? 2. Who are your students support services? Do these individuals reflect an assessment of student needs and available community resources? 3. What specialty areas do the student support services teams claim and do administrators and teachers know of and utilize this expertise? 4. To what extent is the Minnesota Student Survey, other student information and community-based information used to determine student health, social and behavioral needs? |

| The Ideal | Where are We? | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| | | | <ul style="list-style-type: none"> • MN School Safety Center trainings: Threat assessment and bomb threat assessment • All Hazards crisis planning: prevention, preparedness, response, and recovery | <ol style="list-style-type: none"> 5. What is the role of the student assistance team? 6. Is the threat assessment team multi-disciplinary and does it have agreements for data sharing? |

| The Ideal | Where are We? | | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>2.4</p> <p>The school facilitates the involvement of parents and other adult mentors in creating a personalized learning environment</p> | <p>Aspect A</p> <p><i>Involvement of parents and adult mentors</i></p> <ul style="list-style-type: none"> Survey of parents and teachers about perceptions of school/family relationships Parent survey on needs and support systems | <p>Aspect B</p> <p><i>Personalized learning environment</i></p> <ul style="list-style-type: none"> Survey of students on perception of personalized learning opportunities | <ul style="list-style-type: none"> Regular parent conference Student-led conference Parent advisory groups Parent portal access to student grades and other information Regular communication with parents through newsletters, e-mail, and other technologies Connecting Parents to Educational Opportunities (CPEO) Provide interpreters as needed; provide multi-lingual documents Parents participate in restorative group conferencing or circles Schedule meetings off school grounds Research historical trauma and generational educational disconnection. | <ul style="list-style-type: none"> “Time well spent: Determining what parents want in a parent meeting” by Joseph Haviland in Principal Leadership (January 2003) “Promoting family involvement” by Suzanne M. Bouffard and Naomi Stephen in Principal’s Research Review (November 2007) “Involving parents, motivating students” by Camille Dominquez in Principal Leadership (December 2003) “Parents and secondary schools” by Leonard Leon in Principal Leadership (December 2003) Center on School, Family, and Community Partnerships by Joyce L. Epstein PACER Subia BigFoot. (2007). American Indian youth: Current and historical trauma | <p>Questions to ask:</p> <ol style="list-style-type: none"> How often do you collaborate with parents to ensure students’ academic success? What strategies do you use to reach disengaged parents? How do you make parents feel welcome in your school? How are various cultures represented in your school? How are we helping parents with the transitions from elementary to middle to high school? How do you involve parents in the life of the school (e.g., in the curriculum, decision making, volunteering)? |

| The Ideal | Where are We? | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>2.5</p> <p>Teachers Work together in teams to serve small groups of students over time</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Teachers work together in teams</i></p> <ul style="list-style-type: none"> Record of time spend in collaborative planning Survey of teachers on use of student data during collaborative planning | <ul style="list-style-type: none"> Interdisciplinary teaming Use of data dashboards to help students and parents map students' futures Use of grade-level teams, departments, job-alike groups, PLCs Use of Rtl team to assess progress, monitor, and make decisions about placement Looping Flexible grouping | <ul style="list-style-type: none"> "The academic evolution of teaming" by Spencer D. Hansen in Principal Leadership (March 2009) Teaming : Recommendations in Practice by National Association of Secondary School Principals Secondary Rtl Professional Learning Communities | <p>Questions to ask:</p> <ol style="list-style-type: none"> How much time is scheduled each week for teachers to collaborate on planning, instruction, reviewing student work, and encouraging interdisciplinary teams? How is professional development used to support teachers' work in teams? How is data used by teams for making decisions about serving small groups of students? |

| The Ideal | Where are We? | | | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | | | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>2.6</p> <p>The school day is organized to provide extended periods of instructional time and to facilitate close student-teacher relationships</p> | <p>Aspect A</p> <p><i>Organization of school day</i></p> <ul style="list-style-type: none"> Analysis of current schedule | <p>Aspect B</p> <p><i>Extended periods of instructional time</i></p> <ul style="list-style-type: none"> Analysis of schedule for block scheduling or “double dosing” (providing an extra period for instruction in a particular content area, usually math and reading) | <p>Aspect C</p> <p><i>Student teacher relationships</i></p> <ul style="list-style-type: none"> Survey of students on the extent to which they feel they are well known by at least one adult in the building who knows their strengths and weaknesses and helps them become successful | <ul style="list-style-type: none"> Block scheduling Before/Afterschool academic programs Small Learning Communities (e.g., academies, cores, houses, teams) Flexible grouping and scheduling Rtl Double dosing Using advisory time and electives to provide interventions Online opportunities for learning (e.g., hybrid courses) | <ul style="list-style-type: none"> Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012) by Megan Beckett, Geoffrey Borman, Jeffrey Capizzano, Danette Parsley, Steven Ross, Allen Schirm, and Jessica Taylor (2009) NMSA research summary: Flexible scheduling by Larry G. Daniel (2007) “The schedule as a tool to improve student learning” by Ronald Williamson in Instructional Leader (May 2009) Flexible Schedules in Practice by National Association of Secondary School Principals “Joining forces” by Danette Parsley and Sarah LaBounty in Principal Leadership (December 2007) Secondary Rtl | <p>Questions to ask:</p> <ul style="list-style-type: none"> What type of academic programs do you provide for students before and after school? What type of enrichment opportunities do you provide during the school day? How does your schedule support remedial and accelerated opportunities for students? How do you balance resources to provide comprehensive programming? |

Component Three: Highly effective teachers and instruction

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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>3.1</p> <p>Teachers are proficient in their content areas</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Proficiency in content areas</i></p> <ul style="list-style-type: none"> Praxis II Results Licensure in content area: 5-12 licensure vs. K-8 licensure College transcript (GPA) in content area, courses taken, specialty school attended | <ul style="list-style-type: none"> Use Praxis II data to determine courses teachers should instruct Provide professional development that increases teachers' expertise with technology Use human resource instruments that assess balance of teacher-centered and student-centered content instruction Search for science specialists (e.g., physical, life, chemistry) Seek teachers who are culturally competent Use comprehensive teacher evaluation models Ensure that intervention/RTI classes are taught by teachers who are skilled in that area Provide professional development to staff so they can adequately support interventions/RTI for math and reading (e.g., teaching math and reading across the content areas) Provide professional development that helps teachers teach new content that is included in state standards Sabbaticals, internships, and summer programs for teachers to work with experts in their field | <ul style="list-style-type: none"> National Board for Professional Teaching Standards "Education reform and subject matter knowledge" by Mary M. Kennedy in Journal of Research in Science Teaching, pp. 249–263, (March 1998) "Make subject matter count" by Gary Sykes in Journal of Staff Development (Spring 1999) Annenberg Media National Comprehensive Center for Teacher Quality Charlotte Danielson Framework for Teaching Minnesota Department of Education STEM PBS Teacherline | <p>Questions to ask:</p> <ol style="list-style-type: none"> How many of your teachers hold degrees in their subject areas? How many of your teachers are highly qualified? How many of your teachers have National Board certification? How are you using your expert teachers (e.g., as mentors, peer coaches, department chairs, curriculum and learning specialists)? How do you increase the skill level of struggling teachers? How do you ensure that veteran teachers are proficient in their content areas? |

| The ideal | Where are We? | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>3.2</p> <p>Teachers and student support specialists have deep knowledge of young adolescent development across all domains (e.g. cognitive, physical, social, emotional)</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Knowledge of young adolescent development</i></p> <ul style="list-style-type: none"> Minnesota Student Survey data The extent to which individual learning plans are utilized (e.g., Individual Health Plans, Stable Plans, 504 plans) The current staffing of student support services reflects identified student needs and available community resources | <ul style="list-style-type: none"> Student assistance team members train staff in youth development and risk issues Student support services recognize common and unique areas of expertise (e.g., mental health) and establish common procedures for data privacy, assessment, referrals, and aftercare supports based on team expertise, student needs and community resources Use data from Minnesota Student Survey Develop cultural proficiency of teachers and support staff Support teachers in re-licensure programs (e.g., in technology, reading, behavioral intervention, and mental health) Align strategies of the various student support teams Applying youth development framework | <ul style="list-style-type: none"> National Research Council. (2000). How people learn: Brain, mind, experience, and school. National Research Council. (2005). How students learn: History, mathematics, and science in the classroom. NMSA Research Summary: Young adolescents' developmental characteristics Stevenson. (1986). Teachers as inquirers: Strategies for learning with and about young adults Social-Emotional Learning: CASEL Coordinated School Health website Substance Abuse and Mental Health Services Administration (SAMHSA) Changes in effect Jan 2009 in Americans with Disabilities Act that widens the scope of 504. | <p>Questions to ask:</p> <ol style="list-style-type: none"> Are teachers/staff aware of students in crisis (e.g., due to homelessness or family issues)? Is there a well-described and functioning process to align student support services to students with unique needs and for crisis prevention? Is staff aware of, comfortable with and using student support services to address "behaviors of concern"? What specialty areas do the student support services teams claim (e.g., child abuse, suicide, chemical dependency, cultural practices)? Is their expertise utilized? |

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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| | | | <ul style="list-style-type: none"> • The Konopka Institute for Best Practices in Adolescent Health, U of M • Search Institute 40 Developmental Assets • All Hazards Crisis Planning • Stable plans-Homeless Education | <p>5. What resources are tapped to increase student services (e.g., third-party reimbursement)?</p> <p>6. Do your intervention teams interface such that they do not duplicate services or work in isolation?</p> |

| The ideal | Where are We? | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>3.3</p> <p>Teachers and student support specialists apply appropriate strategies to meet the full spectrum of social, linguistic, emotional, physical, and developmental needs of students</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Use appropriate strategies to meet developmental needs</i></p> <ul style="list-style-type: none"> Count of students with health, mental health, social needs Count of students on 504 plans and IEPs Count of students with linguistic needs/support | <ul style="list-style-type: none"> Regularly assess and use data to ensure that school policies and schedules support effective instruction Provide time for teachers and student support specialists to learn about the full spectrum of students' needs Staff in-service on social/emotional learning, sharing insights and strategies Use of individualized learning plans (e.g., Individualized Health Plans for student for students with chronic health plans; Stable Plan for homeless students; 504 plans) Assign one adult to each at-risk student Use support services (e.g., ELL, equity) Teach students about personality types and how they affect communication, Learning and cooperation. | <ul style="list-style-type: none"> IES Practice Guide: Encouraging girls in math & science IES Practice Guide: Assisting students struggling with mathematics: Response to intervention (Rtl) for elementary and middle schools Stevenson. (1986). Teachers as inquirers: Strategies for learning with and about young adults CASEL ASCD Whole Child Center for Mental Health in Schools Center on Instruction—English Language Learning Evaluating materials related to American Indians World Health Organization, Department of Child and Adolescent Health and Development. (2000). What about boys? A literature review on the health and development of adolescent boys. | <p>Questions to ask:</p> <ol style="list-style-type: none"> To what extent are 504 plans implemented? Do they work to improve student access to curriculum and instruction? To what extent are mental health services (prevention, intervention, referral, aftercare supports) provided? By whom? How are data used to drive student support services team meetings and redesign of services? How are students supported as they transition back after disciplinary action? |

| The ideal | Where are We? | | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>3.4</p> <p>Teachers and student support services collaborate on interdisciplinary teams</p> | <p>Aspect A</p> <p><i>Teacher Collaboration</i></p> <ul style="list-style-type: none"> Record of time teachers spend in collaborative planning Analysis of lesson plans for content overlap and integration | <p>Aspect B</p> <p><i>Interdisciplinary teams</i></p> <ul style="list-style-type: none"> Analysis of teacher planning time to gauge scheduled cross-discipline collaboration | <ul style="list-style-type: none"> Teaming Use of grade-level teams, departments, job-alike groups, Professional Learning Communities Apply Myers Briggs framework to enable teachers to work together effectively Student assistance teams are used to address barriers to learning and teaching Students services meet with community experts and groups Student services staff provide professional development on collaboration strategies, benefits, and skills. | <ul style="list-style-type: none"> NMSA Research Summary: Interdisciplinary Teaming Teaming: Recommendations in Practice Collegial Collaboration: An Important Component of Developing a Rigorous Curriculum Kise. (2006). Differentiated coaching. Addressing the Internal and External Barriers to Learning and Teaching | <p>Questions to ask:</p> <ol style="list-style-type: none"> How much time is scheduled each week for interdisciplinary learning? What are the gaps and overlaps in instruction and services? What resources are underutilized? Where are opportunities for collaboration and what would it take to get there? |

| The ideal | Where are We? | | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>3.5</p> <p>Teachers use a variety of student-centered instructional strategies that address students' cultures, interests, learning styles, and aptitudes as well as English language proficiency</p> | <p>Aspect A</p> <p><i>Use of student-centered instruction</i></p> <ul style="list-style-type: none"> Information source used to check teacher proficiency in technology & integration skills Rubric based assessment for technology integration | <p>Aspect B</p> <p><i>Student's cultures, interests, learning styles and aptitudes</i></p> <ul style="list-style-type: none"> Minnesota Student Survey data Becker Reading Free Interest Inventory, revised (Becker, 2000) OASIS-3 Interest Schedule (Parker, 2002) | <ul style="list-style-type: none"> Professional development in culturally relevant instruction Train staff in Intercultural Developmental Inventory (IDI) Use IDI as part of a comprehensive plan Use SIOP (Structured Intervention Observation Protocol) Create site plans with measurable targets for culturally proficient classrooms Provide SEED training and check for its application in the classroom Apply knowledge of cultural sensitivity, learning styles and interests, and aptitudes in selection of classroom texts and materials | <ul style="list-style-type: none"> Organizing instruction and study to improve student learning: A practice guide Promoting culturally responsive standards-based teaching Planning multicultural lessons Charlotte Danielson Framework for Teaching Billmeyer & Barton. (2002). Teaching reading in the content areas: If not me, then who? 2nd ed. EXPLORE Payne. (2008). Under-resourced learners. Educational Leadership, April 2008:Poverty and Learning Schlumberger Excellence in Educational Development (SEED) | <p>Questions to ask:</p> <ol style="list-style-type: none"> How do teachers transfer their SEED training to their classrooms? How do teachers incorporate their learning about diversity issues/ cultural competence to change their practice? How do you assess ELL students' special needs? How are we differentiating for students at all performance levels? |

| The Ideal | Where are We? | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>4.1</p> <p>The principal communicates the school's mission and vision clearly and consistently to all constituents (e.g., school staff, parents, community members and organizations, businesses)</p> | <p style="text-align: center;"><i>Aspect A</i></p> <p style="text-align: center;"><i>Spokesperson and advocate to broader community</i></p> <ul style="list-style-type: none"> • Percent of community stakeholders who can identify school's mission and vision • Percent of community members engaged with the school who use similar language to reinforce desired behaviors and/or expectations • Frequency of communication efforts to the broader community • Survey from the community regarding understanding of efforts of school • Frequency of presentations that use data to describe outcomes and progress connected with change efforts • Extent to which data on progress is posted in a public place | <ul style="list-style-type: none"> • Principal advocates district policies (e.g., flexible use of resources) that support the success of the school's mission and vision • Facilitated conversations with stakeholders to communicate and problem solve areas of concern • Improvement strategies and efforts are integrated with other district initiatives | <ul style="list-style-type: none"> • Elmore. (2000). Building a new structure for school leadership. • Marzano, Waters, & McNulty. (2005). School leadership that works. • Tucker & Coddling. (2002). The principal challenge. • Kouzes & Posner. (2002). Leadership challenge, 3rd ed • Dufour & Eaker. (1998). Professional learning communities at work: Best practices for enhancing student achievement. | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. What avenues exist to communicate the school's mission and vision to stakeholders? 2. How can community members ask questions as well as engage in developing and supporting change efforts (e.g., forums)? 3. Are the activities chosen by the principal effective? 4. How are the mission and vision reflected in the school's policies procedures and handbook? |

| The Ideal | Where are We? | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>4.2</p> <p>Principal is an advocate and spokesperson for the school's continuous improvement efforts and places importance on professional development</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Spokesperson and advocate to broader community</i></p> <ul style="list-style-type: none"> • Percent of community stakeholders who can identify improvement efforts as being relevant and express support • Percent of community members engaged with the school who use similar language to reinforce desired behaviors and/or expectations • Frequency of communication efforts to the broader community • Survey from the community regarding understanding of efforts of school • Frequency of presentations that use data to describe outcomes and progress connected with change efforts • Extent to which data on progress is posted in a public place | <ul style="list-style-type: none"> • Principal advocates district policies (e.g., flexible use of resources) that support the success of the redesign plan • A plan for building awareness and consensus, and communicating progress to the broader community • Facilitated conversations with stakeholders to communicate and problem solve areas of concern • Improvement strategies and efforts are integrated with other district initiatives | <ul style="list-style-type: none"> • Elmore. (2000). Building a new structure for school leadership. • Marzano, Waters, & McNulty. (2005). School leadership that works. • Tucker & Coddling. (2002). The principal challenge. • Kouzes & Posner. (2002). Leadership challenge. Third Edition. • CASEL took kit 39. 262-267. Sustainable Schoolwide Social and Emotional Learning (SEL) Implementation Guide and Toolkit | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. What venues exist to communicate school initiatives to stakeholders? 2. How can community members ask questions as well as engage in developing and supporting change efforts (e.g., forums)? 3. Are the activities the principal chooses effective? |

| The Ideal | Where are We? | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>4.3</p> <p>The principal and teacher leaders monitor all aspects of the school's continuous improvement efforts</p> | <p style="text-align: center;">Aspect A <i>Monitoring</i></p> <ul style="list-style-type: none"> • Frequency of evaluations • Quantitative analysis of walkthrough observation data; attendance in professional development • Survey from staff members regarding alignment of professional development funds • Quantitative analysis of screening/benchmark data consumed on regular basis (e.g., number of times per year) • Minutes from data meetings or observation checklists that show problem-solving process was followed • Evaluation of usefulness of information • Fidelity of implementation measures used to track implementation progress (e.g., School Evaluation Tool) | <ul style="list-style-type: none"> • Instructional staff, building leadership, and administrators consistently follow a problem-solving framework • School leaders define effective instruction, monitor, and provide feedback on classroom practices • High-quality professional development aligned with the redesign plan • School leaders allocate resources to support the redesign efforts (e.g., flexible use of time, alignment of discretionary funds) • Teams consistently follow data-driven decision-making and problem solving process for making educational and resource decisions • Systems in place to verify curriculum and interventions are implemented with fidelity • As instructional leader, principal models instructional strategies in reading, writing, math, etc., and works collaboratively with teacher leaders to implement a school-wide literacy plan | <ul style="list-style-type: none"> • ASCD. (2006). How to conduct effective walkthroughs. Videotape 25 • School-wide PBIS (Positive Behavioral Intervention and Support) fidelity measure • Teachscape observation tools • Power Walkthrough software • Innovation Configurations | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. How does the leadership team measure and use progress of implementation data in decision making? 2. How is data used to target improvement efforts 80:15:5(Rtl tiers)? 3. Are monitoring and accountability measures in place to accurately gauge implementation? 4. How does the leadership communicate progress in implementation? 5. What tools are available to the leadership team to ensure progress in implementation? 6. What are the ramifications for staff that choose not to implement initiatives? 7. What percentage of planning meetings are regularly attended by administrators? |

| The Ideal | Where are We? | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>4.4</p> <p>Structures are in place that provide all staff with opportunities to influence and exercise leadership, school activities, and policies</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Staff with influential capabilities</i></p> <ul style="list-style-type: none"> • Frequency and attendance records of leadership team meetings • Record of actions stemming from leadership team loops and rapid cycle problem-solving • Surveys of staff not on leadership teams in order to monitor awareness of actions and perception of their level of participation | <ul style="list-style-type: none"> • Site leadership team • Establish rapid cycle problem-solving and communication feedback loops • A collaborative model which solicits input from and facilitates discussions among stakeholders to build consensus | <ul style="list-style-type: none"> • Brown. (2004). Leadership Capacity School Survey. Making school improvement happen with what works in schools, pp. 277–279 • McKeever. (2003). 9 lessons of successful leadership teams. • Danielson. (2006). Teacher leadership that strengthens professional practice. • Hickman, Moore, & Torek. (2008). Voluntary teacher leadership: Key to sustainable improvement • Practical Suggestions for Developing Leadership Capacity in Others | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. To what extent do teachers provide input regarding school activities and policies? 2. How is input gathered from staff before major decisions? 3. How is staff leadership fostered by the administration? |

| The Ideal | Where are We? | | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>4.5</p> <p>The principal, teacher leaders, and student support services foster a culture of collective and collaborative responsibility for student success among all staff</p> | <p>Aspect A</p> <p><i>All Staff</i></p> <ul style="list-style-type: none"> Staff survey to measure congruence regarding practices and beliefs Meeting minutes | <p>Aspect B</p> <p><i>Collective and Collaborative responsibilities</i></p> <ul style="list-style-type: none"> Mission statement Organizational principles Surveys Daily communication Survey on school level factors from What Works in Schools (Figure 17.1, p. 161) Quantitative analysis of fidelity of problem-solving and data-driven decision making frameworks | <ul style="list-style-type: none"> Staff hold themselves accountable for individual student achievement and achievement of the school as a whole Interdisciplinary teams Cross-grade level teams “Whatever it takes” attitude All staff have access to professional development opportunities (including specialists in targeted areas) Infrastructure supports time for collaboration Professional Learning Communities Problem-solving teams have frameworks to follow Framework for rapid cycle problem-solving at teacher through building leadership levels | <ul style="list-style-type: none"> Marzano. (2003). What Works in Schools. Chapter 7, pp. 60–67. DuFour. (2004). Whatever it takes, pp.249–253. Brown. (2004). Leadership capacity school survey. Making school improvement happen with what works in schools, pp. 277–279. Ferrance. (2000). Themes in education: Action research. Killian & Harrison. (2006). Taking the lead: New roles for teachers and school-based coaches. Building a Committed Team. http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le200.htm Blankstein. (2010). Failure is not an option®: 6 principles for making student success the only option. | <p>Questions to ask:</p> <ol style="list-style-type: none"> How much time is set aside for collaborating among teammates? What are outcomes? To what extent is student achievement/ Performance improving as a result? What infrastructure and supports are in place to purposefully promote a culture of collaboration? Are structures set up to facilitate conversations and are agendas monitored? How are student successes celebrated? Do teams have opportunities to collaborate with each other? To what extent is the expertise of student support services used on appropriate curriculum teams? |

| The Ideal | Where are We? | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>4.6</p> <p>The principal understands the change process and anticipates the effects of change on stakeholders</p> | <p style="text-align: center;"><i>Aspect A</i></p> <p style="text-align: center;"><i>Managing Change</i></p> <ul style="list-style-type: none"> • Staff surveys reflecting effects of change efforts on stakeholders • McREL's Balanced Leadership Profile | <ul style="list-style-type: none"> • Assign members of the leadership team responsibilities to assist with culture, input, communication, and order based on McREL's research from School Leadership that Works • Development of a transition support team | <ul style="list-style-type: none"> • McREL. Balanced Leadership: Managing change. • Bridges. (2003). Managing transitions: Making the most of change. • Fullan. (2005). Leadership & sustainability: Systems thinkers in action. • Johnson and Donaldson. (2007, September). Overcoming the obstacles to leadership. Education Leadership, pp.8-13 • Leithwood, Louis, Anderson, & Wahlstrom. (2004). How leadership influences student learning • McREL's Balanced Leadership Profile | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. How has this change been framed for the stakeholders? 2. Who is responsible for assisting the stakeholders in this transition? 3. Do leaders assess the magnitude of change for stakeholders and take proactive measures (e.g., use holding environments) to help stakeholders manage the transitions that come with change? |

Component Five: Safe and healthy school environment

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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>5.1</p> <p>The school environment is welcoming, physically and emotionally safe, and supports healthy development</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Welcoming, safe and orderly environment</i></p> <ul style="list-style-type: none"> Local Minnesota Student Survey data Assess current policies and school environment Multi Hazards Emergency Planning for Schools checklist School climate surveys Bullying prevention surveys Disciplinary Incidents Reporting System data School level discipline data Minnesota School Safety Center Comprehensive School Safety Planning Guide What Works in Schools Survey (ASCD) http://whatworksinschools.org | <ul style="list-style-type: none"> Develop a plan of action based upon assessment results Multi Hazards Emergency Planning for Schools Threat Assessment training Staff training for in-the-moment interventions Staff, family and student training on GLBT issues and bullying /electronic bullying Assess current policies and school environment, including disciplinary incidents Develop a plan of action based upon the assessment results Student participation in school governance Differentiated discipline Restorative practices Student support services plan that includes safety and privacy for health and mental health assessments and interventions | <ul style="list-style-type: none"> Logical Consequences: Using Passing Times to Prevent Misbehavior Safety by Design A climate for learning Minnesota School Safety Center for Multi Hazards, Threat Assessment resources and training Minnesota Fire Marshall's Office MN Institute of Public Health See It Say It International Institute on Restorative Justice Restorative Questions I and II Ally Training Out4Good Olweus Bullying Prevention Program Dianne Gossens' Restitution Solution Focused questioning NR- Richard Scott School Health Index | <p>Questions to ask:</p> <ol style="list-style-type: none"> Is your school following best practices with regard to encouraging school connectedness? Does staff have a thorough understanding of adolescent development and apply effective practices? Does staff know what to say if a student makes a derogatory comment towards any student or about a group of people? Is staff able to hold a brief problem-solving discussion with a student? Is staff able to identify and clearly communicate concern to students regarding students' alcohol, tobacco, and over-the-counter drug (ATOC) use, bullying experiences or remarks about family/community violence? |

| The Ideal | Where are We? | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| | | <ul style="list-style-type: none"> • ALL HAZARDS PLAN including: - Crisis response plan for health/behavior emergencies; communication with parents and students; aftercare for victim, survivors, and providers • Keep focused on RTI structure of 80-15-5 (i.e., PBIS) | <ul style="list-style-type: none"> • What Works in Schools Survey (ASCD) • Minnesota Student Survey data • Morrison. (2007). Restoring safe school communities: A whole school response to bullying, violence, and alienation • Military Child Initiative, Best Practices: Building blocks for enhancing school environment • National Center for Chronic Disease Prevention and Health Promotion, School connectedness: Strategies for increasing protective factors among youth | <ol style="list-style-type: none"> 6. Does staff know the members of the building Student Assistance Team? 7. Has the building's physical plant safety and crisis plan been reviewed by the community, All Hazards Crisis Response Team members, or at least by the fire marshal? 8. Is your school following best practices with regard to encouraging school connectedness? 9. Does staff have a thorough understanding of adolescent development and apply effective practices? 10. Are school resource officers involved in planning and implementation? 11. Are there adequate opportunities for students to be physically active to enhance learning and improve behavior? |

| The Ideal | Where are We? | How do we get from the present to the ideal? | | |
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| <p>5.2</p> <p>The school supports health and wellness efforts</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Health and wellness</i></p> <ul style="list-style-type: none"> • Data about the effectiveness of the school wellness policies • Attendance data • School Health Index • Healthy School Builder (physical activity and nutrition) • Effectiveness of school nutrition policies • Effectiveness of physical activity policies | <ul style="list-style-type: none"> • Adequate student-to-nurse ratios • School health wellness committee meets regularly and plans effective improvement efforts • Monitor implementation of school wellness policies • Integration of health wellness efforts into the school improvement plan to involve all school personnel • Monitor illness-related absences • Continue physical education and health classes • Follow health and nutrition guidelines in lunch and snack programs | <ul style="list-style-type: none"> • NMSA Research Summary: Adolescent Health, Wellness, and Safety • School Health Index • Action For Healthy Kids Wellness Policy Tool | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. What percentage of students are involved in ongoing programs that develop skills in communication, decision making, conflict resolution, self-awareness, personal safety, and stress management? 2. Are students' health and developmental needs integrated into school policies and practices? 3. Are students with chronic diseases monitored and supported? 4. Are there appropriate ratios of student services staff to the number of students? 5. Is there a well-functioning school health advisory council with parent and community input? 6. Is there a student support services plan that includes safety and privacy for health and mental health assessments, interventions, and referrals (including medication administration)? |

| The Ideal | Where are We? | | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>5.3</p> <p>Educators and all staff members hold high expectations for all students</p> | <p><i>Aspect A</i></p> <p><i>All Students</i></p> <ul style="list-style-type: none"> Referrals to the office Bullying and climate surveys | <p><i>Aspect B</i></p> <p><i>High Expectations</i></p> <ul style="list-style-type: none"> Survey of students on their perceptions on accountability for high expectations | <ul style="list-style-type: none"> Looking at student work Teachers align instruction and assessment to standards Award programs (academic, attendance, citizenship) Incentive programs for good behavior or taking challenging courses Encouraging college and career readiness (AVID, EXPLORE, MCIS) Positive Behavior Intervention and Support (PBIS) Bully prevention programs Mix-it-up lunch and other activities that provide equal opportunities for students to participate Academic pep rallies | <ul style="list-style-type: none"> ASCD. (2002).Examining Student Work Videos Langer, Colton, & Goff. (2003). Collaborative analysis of student work- improving teaching and learning Surveys of Enacted Curriculum Balfanz. (2009). Putting middle grades students on the graduation path: A policy and practice brief CASEL Link to MDE resource list for classroom management programs Blankstein. (2010). Failure is not an option: Six principles for making student success the only option. MDE's school climate web page | <p>Questions to ask:</p> <ol style="list-style-type: none"> What percentage of students are achieving at proficient or higher level of performance? Of the low-income and minority students in your school, what percentage is identified as gifted and talented? Are all of your 6th or 7th grade students and their families introduced to programs or services to support college awareness, aspirations, and planning? How do teachers and staff greet students when they enter the school and classrooms? To what extent are staff and students aware of the relationship between high expectations and student achievement? How does your school encourage or discourage high expectations for all staff and students? |

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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>5.4</p> <p>The school actively initiates a variety of opportunities for parent engagement and support</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Opportunities for parent engagement and support</i></p> <ul style="list-style-type: none"> • Student achievement • Attendance • Dropout rate • Welcoming environment for parents, staff, and community • Staff attitudes toward parents/parent involvement | <ul style="list-style-type: none"> • Home visits • Family involvement activities • Parent groups • Focus groups • Leadership training/opportunities • Survey (electronic, phone, paper) • Creating a welcoming environment • Focus groups to identify barriers to engagement and strategies to address them • Partnering with community organizations to offer a variety of out-of-school-time opportunities • Providing easy access to information and involvement for parents • Restorative measures to engage families in school discipline • Encourage all parents to participate in a partnership that is culturally diverse to look at potential barriers (e.g., language, transportation, etc.) | <ul style="list-style-type: none"> • Parent Teacher Home Visit project • SEDL National Center for Family and Community Connections with Schools • Parent Institute for Quality Education • National Network of Partnership Schools • Harvard Family Research Project, Seeing is Believing: Promising practices for how school districts promote family engagement • Ramsey County Minnesota, The Wakanheza Project • Harvard Family Research Project • Shoulder to Shoulder | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. What does parent involvement look like in your school? 2. What would you like parent involvement to look like in your school? 3. What is the staff attitude toward parent involvement? 4. How do parents define “parent involvement”? 5. How does the school prepare parents and students for transitions into and out of middle school? 6. Are offerings culturally appropriate? 7. Is information provided in appropriate languages? |

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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>5.5</p> <p>The school creates a climate of intellectual development, respect, and caring that fosters students' sense of belonging</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Assess and report the impact</i></p> <ul style="list-style-type: none"> • School climate surveys • Assessment of classroom management skills • Disciplinary actions and suspension data • Participation in extracurricular and school activities • Student mobility data • Use resource inventory method to identify needs and opportunity gaps • Minnesota Student Survey data | <ul style="list-style-type: none"> • School climate surveys • Train and support teachers to increase effective classroom management skills • Implement age-appropriate student involvement and decision making • Deliberate use of information gathered from school climate surveys and setting goals related to them • Evaluate data through the race, gender, and poverty lenses to inform goals • Prioritize the teaching of social skills • Prioritize the building of community within classrooms • Comprehensive prevention and intervention programs • Student leadership in the design of school culture | <ul style="list-style-type: none"> • CASEL • MDE resource list for classroom management programs • Morrison. (2007). Restoring safe school communities: A whole school response to bullying, violence and alienation • Stutzman-Amstutz & Mullet. (2005). The little book of restorative discipline for schools. • Crawford. (2008). The advisory book. • Pranis. (1969). The little book of the circle process. • The Community Conferencing Center's The Daily Rap • Singleton and Linton. (2005). Courageous conversations about race. • Intercultural Development Inventory (IDI) • American Indian Historical Trauma • Youth Frontiers Programs | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. How will you coach and mentor teachers as they increase their classroom management skills? 2. Will staff be trained in community building strategies and expected to implement those strategies? 3. Are groups of students disproportionately represented in suspensions, referrals to the office, or lower academic achievement? 4. Is the staff engaged in conversations regarding race, poverty, historical trauma, family/generational disengagement from education, and culture and the impact of these issues on their teaching and their students' engagement in learning? |

Component Six: Use data for improvement

| The Ideal | Where are We? | How do we get from the present to the ideal? | | |
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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>6.1</p> <p>All staff use data to improve curriculum, instruction, and student engagement and learning</p> | <p style="text-align: center;">Aspect A</p> <p><i>Data to improve curriculum/instruction</i></p> <ul style="list-style-type: none"> • Frequency of collaborative meetings • Establishment of SMART goals based on data analysis • Differentiation based on student results on formative assessments, reflected in lesson planning and grouping strategies • Quantitative data used to monitor health of system 80:15:5 (Rtl tiers) multiple times per year to target appropriate level of intervention, (e.g., all/some/few) • Use of Educational Planning and Assessment System data • Use of Surveys of Enacted Curriculum (SEC) data • Student Engagement Index (SEI) | <ul style="list-style-type: none"> • Look at student work • Establish structures to dialogue about data • Teachers know what students are asked to do on state tests • Teachers align instruction and assessment to standards • Teachers use data at the classroom and school levels • Common formative assessments among teachers in a school or among teachers in similar schools • Short feedback loops through use of formative data • Assessment for learning • Lesson study • Action research | <ul style="list-style-type: none"> • School Improvement Services, Data Retreat@ Information • ASCD. (2002). Examining Student Work Videos • Langer, Colton, & Goff. (2003). Collaborative analysis of student work: Improving teaching and learning • Stiggins, Arter, Chappuis, & Chappuis. (2004). Classroom assessment for student learning. • Surveys of Enacted Curriculum • IES Practice Guide:Using student achievement data to support instructional decision making • IES Practice Guide:Turing around chronically low-performing school | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. What data is collected and how does it align with expectations of what students need to know and be able to do in the respective subject area? 2. What formative assessments are used in the subject areas and are they uniform across the team? 3. What accountability measures are in place for modifying curriculum based upon performance on assessments? |

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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>6.2</p> <p>All staff use data to improve school culture, organization, and management</p> | <p style="text-align: center;">Aspect A</p> <p style="text-align: center;"><i>Data to improve culture/organization</i></p> <ul style="list-style-type: none"> School climate surveys Adherence to agreed-upon norms reflected in staff surveys Record of data use in collaborative meetings among staff | <ul style="list-style-type: none"> School climate surveys Focus groups School Advisory Board Professional development on use of data | <ul style="list-style-type: none"> Bernhardt. (2002). The school portfolio toolkit: A planning, implementation and evaluation guide for continuous school improvement. Reinventing Education. (2002). Change toolkit Various assessment surveys regarding school improvement efforts from the Wisconsin Department of Public Instruction IES Practice Guide: Using student achievement data to support instructional decision making IES Practice Guide: Turning around chronically low-performing school | <p>Questions to ask:</p> <ol style="list-style-type: none"> To what extent do teachers and stakeholders provide feedback to school leaders? Is the use of data considered “indispensable” by staff members? Do staff actively solicit student opinions through surveys, focus groups, and student governance activities? |

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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>6.3</p> <p>The school uses a systematic, data-driven school improvement planning process</p> | <p style="text-align: center;"><i>Aspect A</i></p> <p style="text-align: center;"><i>Systematic data improvement</i></p> <ul style="list-style-type: none"> • Readiness survey from Power of Data, p. 101 • School improvement goals initiated as result of data analysis | <ul style="list-style-type: none"> • The school improvement plan articulates how data will be collected, managed, and analyzed • Redesign strategies are included in the school improvement plan • Data retreat • School data profile • The school addresses issues of instructional program coherence | <ul style="list-style-type: none"> • The Center for Comprehensive School Reform and Improvement, Data-driven decision-making • Bernhardt. (2005). Using data to improve student learning in high schools. • McREL Power of Data • IES Practice Guide: Using student achievement data to support instructional decision making | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. What assessments are used to measure outcome, demographic, perceptual, and program data as it relates to school improvement efforts? 2. How is this data disseminated to the stakeholders and used in planning processes? 3. Is there a strategic plan for accumulating data from the staff? 4. How familiar is the staff in using a data-driven decision making process? |

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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>6.4</p> <p>Staff assess and report the impact of improvement policies and practices on all student populations to stakeholders</p> | <p style="text-align: center;"><i>Aspect A</i></p> <p style="text-align: center;"><i>Assess and report the impact</i></p> <ul style="list-style-type: none"> Evidence of data reporting, e.g., school newsletters, website, etc. Data broken down by subgroups Discipline data is broken down by subgroups | <ul style="list-style-type: none"> Website Sharing of best practices with other schools Annual report Serving as a demonstration site | <ul style="list-style-type: none"> Sustainable school-wide social and emotional learning (SEL) implementation guide and toolkit (CASEL), pp. 262–267 MDE RtI Website MDE School Climate information | <p>Questions to ask:</p> <ol style="list-style-type: none"> How frequently are successes shared with community and in what ways? How frequently is data shared with students and in what ways? |

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| | Possible Tools to Measure (Current Status) | Potential Strategies | Possible Resources | Advisor Guidance |
| <p>6.5</p> <p>Students use data to assess and track progress toward goals and evaluation criteria</p> | <p style="text-align: center;"><i>Aspect A</i></p> <p style="text-align: center;"><i>Student use of data</i></p> <ul style="list-style-type: none"> • Students use MCA results to identify areas of strengths and weakness • Students use NWEA results to identify areas of strengths and weakness | <ul style="list-style-type: none"> • Students utilize NWEA MAP data to set goals | <ul style="list-style-type: none"> • Stiggins. (2011). Student-involved classroom assessment, 3rd ed. • Stiggins, Arter, Chappuis, & Chappuis. (2007). Classroom assessment for student learning • Alderman. (2008). Motivation for achievement, 3rd ed • Brophy. (2004). Motivating students to learn, 2nd ed. • Hattie. (2008). Visible learning. • Jenkins, L. Strategies from L to J | <p>Questions to ask:</p> <ol style="list-style-type: none"> 1. How are students brought into the goal setting process? 2. How do we know that students understand growth so they can monitor their own growth? 3. What device is used to help students monitor their progress? |