# Pearl River School District

# Tri-State Consortium Consultancy

Critical Thinking & Creativity: February 15-17, 2017

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# Pearl River School District
## Critical Thinking & Creativity, February 15-17, 2017

**Darlene Wallin, Co-leader**
Assistant Principal
Easton, Redding, & Reg. 9
John Read Middle School
486 Redding Road, Redding , CT  06896
203-938-2533

**Gaetano Vitiello, Co-leader**
Teacher, English
North Salem
North Salem Middle/High School
230 June Road, North Salem, NY  10560
914-669-5414

**Kieran Stack**
Assistant Principal
Brewster
Brewster High School
50 Foggintown Road, Brewster, NY  10509
845-279-5051, ext. 1137

**Nikki Horler**
Principal
Brewster
Brewster High School
50 Foggintown Road, Brewster, NY  10509
845-279-5051, ext. 1114

**Jennifer Jacobs**
Assistant Principal
Briarcliff Manor
Todd Elementary School
45 Ingham Road, Briarcliff Manor, NY  10510
914-432-8102

**Catherine Brennan**
Teacher, Math & Science
Croton-Harmon
Pierre Van Cortlandt Middle School
3 Glen Place, Croton-on-Hudson, NY  10520
914-271-2191

**Victoria Borsella**
Teacher, Kindergarten
Eastchester
Waverly School
45 Hall Avenue, Eastchester, NY  10709
914-793-6130 x 4577

**John Macaluso**
Teacher, Science
Easton, Redding, & Reg. 9
Helen Keller Middle School
360 Sport Hill Road, Easton, CT  06612
203-268-8651

**Jaclyn Bajzath**
Principal
Franklin Lakes
High Mountain Road Elementary School
765 High Mountain Road, Franklin Lakes, NJ  07417
201-891-5600

**Christine Gagliardo**
Principal
Franklin Lakes
Colonial Road Elementary School
749 Colonial Road, Franklin Lakes, NJ  07417
201-337-0336

**John Terenzi**
ELA Coordinator
Madison
Daniel Hand High School
286 Green Hill Road, Madison, CT  06443
203-245-6475

**Diantha Barone**
ELA Department Chair
Port Chester
Port Chester High School
One Tamarack Road, Rye Brook, NY  10573-2407
914-934-7950

**Gary Snyder**
Principal
Princeton
Princeton High School
151 Moore Street, Princeton, NJ  08540
609-806-4280

**Chad Corey**
Assistant Principal
South Orangetown
South Orangetown Middle School
160 Van Wyck Road, Blauvelt, NY  10913
845-680-1102

**TRI-STATE LIAISONS:**

**Kathleen Reilly**
Director of Training
Tri-State Consortium
203-762-2004
kathleenreillyct@gmail.com

**Martin G. Brooks**
Executive Director
Tri-State Consortium
631-478-9954
mgbrooks@optonline.net

## Executive Summary

*"Using the Four C's to engage students is imperative. As educators prepare students for this new global society, teaching the core content subjects—math, social studies, the arts—must be enhanced by incorporating critical thinking, communication, collaboration, and creativity. We need new tools to support classroom teachers…even as they implement new strategies."*
*(NEA.org, Preparing 21st Century Students for a Global Society)*

**Tri-State Purpose: Critical Friends**

The Pearl River School District invited a Tri-State Consortium visiting team to review its initiative related to critical thinking and creative problem solving, February 15-17, 2017.  Pearl River is a long standing (1999) and valued member of the Consortium. The Consortium's mission statement describes, "...a dynamic learning organization of public school districts that values systems thinking as the foundation for continuous improvement.  The Consortium assists its member districts in using quantitative and qualitative data to enhance student performance and to build a rigorous framework for planning, assessment and systemic change.  Collaborating as colleagues and critical friends, Consortium members apply the standards of the Tri-State model to benchmark member districts' progress in advancing teaching and learning."  As we move through our third decade, our core beliefs remain focused on authentic and interdisciplinary teaching and learning, and purposeful assessment practices that are directly linked to optimal student performance.

The Tri-State Consortium assessment model is based on systems thinking's that is, it focuses on the degree to which there is consistent alignment with the model's eight indicators throughout the K-12 system.  The Consortium also focuses on the analysis of multiple forms of student assessment data to advance instructional practices and programs.  Over the course of three days in the district, we examined evidence provided by the district in the form of documentation, student performance data, student work, and through scheduled interviews with administrators,

teachers, students, and parents. Members of the team visited classrooms at the elementary and middle school levels to observe student engagement and interest in thinking critically and infusing creativity in problem solving.

When we arrived at the Central Office, we were immediately impressed by the warm welcome and hospitality of the Pearl River administrative staff and the attention and thoroughness of the planning and preparation for the visit. An introductory presentation by Superintendent, Marco Pochintesta, and Deputy Superintendent for Curriculum and Instruction, Sue Wheeler, outlined the background and purpose of the essential question as well as the district's commitment to systemic improvement. Stating that, "We are on a journey", Sue Wheeler described the introduction of the initiative, pointing to the phases completed, plans to continue professional learning, and plans to share the commendations and recommendations anticipated with the Tri-State report. Members of the leadership teams across the buildings were available to answer questions, to guide us through the schools, and to clarify evidence throughout our entire time in the District. Staff members throughout the district were helpful in assisting members of the visiting team, answering logistical questions and providing additional information requested.

Prior to our arrival, the district Tri-State Steering Committee developed an Essential Question with a subset of four specific elements connected to the Four C's initiative:
Communication, Collaboration, Critical Thinking, and Creativity. Designed to guide the visit team's thinking, this question provides a framework for the Tri-State team to focus its research and inquiry. Our intent is to act as Critical Friends for the Pearl River district, and to suggest ways that the district can sustain and systematize the efforts already in place to support the existing initiative.

 The District is seeking feedback focused on the extent to which critical thinking and creative problem solving are:
- *understood by staff and parents,*
- *valued by staff and parents,*

- *embedded in instructional and District practice, and*

- *having an impact on students?*

Over our three days, we consistently returned to our analysis of this basic question as a basis for our commendations and recommendations related to each of the eight indicators.  We focused on three key elements of this question: to embed, to sustain, and to evaluate the effectiveness of the district's "discovery process" and its alignment with district goals.

The Pearl River School District, by every standardized measure, is a high performing district. Students have the opportunity to experience meaningful learning throughout their educational journey.  The function of the Tri-State visiting team was to spend several days examining these learning environments and opportunities.  As critical friends, we came to confirm, affirm, and recommend, using the model's demanding rubric applied to eight indicators that serve to motivate an ever improving high performing school district to reach even higher for its students. We asked questions to clarify our understanding about instructional practices, and to find data in the physical and anecdotal evidence presented that affirm the assumptions that surfaced during the visit.  In the spirit of collegiality, the team provides feedback that is intended to help this already high performing District to continue on their journey to create learning environments that allow students the opportunity to innovatively use critical thinking and to creatively solve problems.

Each day, the team gathered at the Central Office to examine artifacts and discuss the meaningful work we observed throughout the district.  As we visited classrooms in each of the schools and met with faculty and staff, we noticed that the initiative had been communicated throughout the Pearl River community.  Those involved in interviews with the Tri-State team frequently referred to the initiative and the ways it engages students in their own learning processes; teachers expressed their desire to learn from other colleagues and professional consultants.  On the second day, members of the Tri-State visiting team and the Pearl River School District representatives participated in a Descriptive Consultancy protocol, a conversation that was

framed by the essential question.  This conversation clarified a range of issues for the visiting team and assisted district staff members in understanding the team's thinking about the essential question.

## Response to Essential Question:

In the summer of 2015, Pearl River administrators developed an initiative directly connected to current research on 21$^{st}$ Century Skills, to explore ways that students use critical thinking in their learning process and their opportunities to solve problems creatively.  This initiative was shared with building leadership during the summer institute and with the certified staff during the Superintendent's Conference Day at the beginning of the school year.  Teachers were encouraged to create classroom environments that foster risk taking and innovation in order for problem solving to be authentically embedded in the daily work of students.  As the visiting team examined evidence and traveled throughout the district, it was clear that many teachers and administrators recognize that critical thinking and creative problem solving are an integral part of 21st century learning, and most are supportive of the journey.  The ways in which students learn are evolving, and the Pearl River School District is dedicated to providing students with authentic learning experiences that will adequately prepare them for the modern world.  This level of dedication was evident through classroom observations, as well as conversations with staff, students, and parents.

As all stakeholders continue on this journey, the Tri-State team suggests the district consider developing a common language and a deeper understanding of critical thinking and creative problem solving.  Many on the staff are eager for continued knowledge acquisition in this area. They want to know more about what high level critical thinking looks like in the classroom.  To this end, the district might consider ways to develop organic definitions and exemplars of these terms with collaborative input from various stakeholders.  Teachers can be invited to share best practice and model creative problem solving for their colleagues.  Additionally, parents might be

involved to discuss ways in which they see this work impacting their children at home. This involvement could take the form of including parents on committees, and increasing the district's social media presence. It is through this organic evolution that the district will be better able to educate parents and share ownership of this important work, while ensuring that it continues to be embedded throughout the system. This shared ownership will naturally allow all stakeholders to recognize and value in the work.

Naturally, including student voice in the process will provide critical information about the impact on their learning and developing skills. The addition of student voice in the design of problem-based learning, in particular, is absolutely critical to measure their growth as thinkers and solvers of complex problems. Inviting students to join the conversation, to serve on committees to analyze the extent of the Four C's presence in the classroom, to engage in research, to participate in surveys, and to share their experiences with critical thinking and creative problem solving both in and out of the classroom will give the district a broader perspective of the evolution of the initiative. Student voice will help ensure that this initiative is authentic and sustainable over time.

In order to emphasize the importance of critical thinking and creative problem solving, the district might consider ways to link this work to a graduation requirement related to these expectations, or by including these topics on report cards across grade levels. This process might begin with a conversation related to the question, "What critical thinking skills and creative problem solving strategies do we want students to have when they graduate from high school?" This question could possibly lend itself to a meaningful discussion on developing a Portrait of a Graduate from the Pearl River School District. In an attempt to backward plan, the District could then identify what critical thinking and creative problem solving look like at each grade level.

As this discussion continues to evolve with various constituent groups, this initiative will become more valued by all stakeholders. In order to more deeply embed the value of this meaningful work, the district might consider further synchronizing the building leadership to ensure that all administrators are supporting this work by engaging in conversations and professional

development with faculty to promote 21st century classrooms. At the elementary level, some inroads have been made toward this end as the three building principals have engaged in conversations during their third Monday meetings. By further aligning the leadership team, staff members will see the importance of this work to deepen student learning and open spaces for project-based learning that is defined by student choice, rooted in current research, and shared with their peers and parents.

In today's culture and climate, it is obvious that students need to be equipped with the skills necessary to think critically and creatively. District staff and parents we spoke with across the buildings agree that it is important for students to engage in these high-level thinking skills in order to become informed adults in the future. It was clear to the visiting team through observations that there are many teachers throughout the District who value this mode of learning. A possible next step for the district could be to identify model instructional strategies in place now, and to invite those teachers to share their thinking about the design of lessons directly linked to the Four C's. These colleagues can help to sustain this initiative so that all students can be exposed to this type of 21st century learning. While the instructional technology coaches are invested in this work, they can't do it alone. Teachers need to be empowered to take informal leadership roles, or possibly even model best practice. By leveraging teacher leadership, the ownership of the initiative will be shared among various constituents.

As with most school systems, the Pearl River School District faces structures that can act as impediments to change or improvement. At the elementary level, some teachers have an allotment of time within their schedules to reflect upon the critical thinking tasks with their grade level colleagues in order to revise tasks and improve upon instruction. This is an ideal model for continued improvement; however, the secondary school schedule did not show evidence of this collaborative time. It would be helpful for the district to consider ways to creatively build in reflective opportunities for teachers of all grade levels. The district might also consider giving teachers focused feedback on their observation reports and evaluations that is specific to critical thinking and creative problem solving. This feedback will provide an opportunity for teachers to

reflect on their work and engage in constructive conversations regarding specific ways they embed critical thinking and creative problem solving in their classrooms. We also wonder whether the schools' schedules support or interfere with the development of critical thinkers and creative problem solvers, and similarly, what is the impact of the district's grading system.

While the district has started to embed many facets of this initiative throughout the system, the evaluation of its effectiveness requires careful consideration. Based on observations and conversations, there is qualitative evidence that there is positive momentum as a result of this initiative. Moving forward, the District should consider vehicles to quantitatively measure the effectiveness of this work as well as refine its methods of capturing meaningful qualitative evidence. To start, the definition of - and differences between - performance-based assessments (PBAs) and critical thinking tasks need to be clarified and communicated throughout the system in order to examine the effectiveness of the work. Next, teachers could look at existing critical thinking tasks, and find organic ways to transition those tasks into performance-based assessments. These performance-based assessments could then measure the continuum of learning across the grades based on defined checkpoints. Additionally, the assessments could be designed to benchmark student progress in creative and critical thinking from the beginning of the year to the end of the year. In order to do this, the district might consider the creation of a Four Cs rubric applicable to classroom instruction to consistently measure the continuum of skills for creative and critical thinking.

Through our conversations with students at the high school level, it was clear that students are engaged in critical and creative thinking on a regular basis. However, to truly measure the impact on students system-wide, the district might consider creating and administering a student survey that requires students to self-reflect on their ability as a critical thinker and creative problem solver. The results of this survey could help the district identify what this type of learning looks like at various levels.

Clearly, there is staff and community support for the district's initiative … but support and

ownership are not synonymous. Since sustainability is a key goal of the district, it will be important to share and transfer ownership of this initiative to the staff. In our discussions with staff members, a large number of them requested more modeling of lessons that include critical thinking and creative problem solving.  We urge the district to consider ways to provide this sort of professional development support.

We also recommend that the district arrange for the faculty to review the district's curriculum to determine the extent to which critical thinking and creative problem solving are embedded in the curriculum used at all grade levels.  Our sense is that the staff is ready for this work, and also ready and eager for this transition. Although many teachers expressed support for the initiative, a number of them seemed not to be sure of the reasons that underlie it.  Our suggestion is that the superintendent narrate the "why" for the staff (and community) so that everyone hears a consistent message about its importance.

Finally, based on our meetings with students, parents and teachers, the visit team had questions about transition points in the district.  For example, we weren't sure about the seamlessness of the transition from 4th to 5th grades, and the extent to which middle school curriculum and instructional practices supported students' elementary school experiences and enabled them to make that transition comfortably.

During our three-day visit to the Pearl River School District, we were consistently impressed by the energy, commitment, and support of this initiative. The lines of communication appear to be open and respected. There was a great deal of evidence that the district is communicating this initiative to staff, students, and parents.   The students are supportive of the many opportunities they experience each day and take pride in their schools.  When the visiting team finished its evaluation of the Pearl River School District, we left with the clear knowledge that its strength is derived from the close connection among the professional staff, parents and students. The district deserves high praise for embarking on such an important journey, and its students will reap the benefits for years to come. Our thanks to all involved in this Tri-States visit!

## Commendations and Recommendations

## Indicators of Student Performance

### Indicator #1: Performance-based Assessment

**Commendations:**

- Various constituents (parents, students, and teachers) of the District have reported a noticeable and positive increase in critical thinking and problem solving activities.
- There is evidence of many performance tasks being used by staff members across all grade levels.
- Most constituents are aware of, and supportive of, the initiative to embed critical thinking and creative problem solving throughout the system.

**Recommendations:**

- Consider developing a common understanding (definition) of performance-based assessment, as opposed to performance activities.
- Consider developing a method to transition existing performance activities into performance-based assessments.
- Consider using/developing common assessment rubrics to assess the process of critical thinking to be developed by grade level and/or department that could be posted in classrooms and communicated in various ways to teachers, students, and parents.
- Consider various professional development models (coaching, PLCs, peer observation, etc.) for teachers to collaborate, develop, and share exemplars of performance-based assessments.

**Indicator #2: Student Metacognition in the Learning Process**

**Commendations:**

- There is evidence that the critical thinking and creative problem solving process includes student reflection, choice and self-assessment. Specifically, Socratic seminars, self-reflection after debates in AP classes, and choice in type of project to demonstrate understanding of concepts were either discussed or observed. At the elementary level, students were engaged in ongoing reflection and revision.

- There is evidence that many educators implement a learning environment that fosters metacognition. Specifically, the creation of a new ethics course in the high school social studies department, along with the formation of a teacher committee at the middle school examining the implementation of the 4 C's.

- There is evidence from teacher provided projects that students are developing their self-advocacy skills through understanding the link between how they think and how they learn best (ex: high school special education project).

**Recommendations:**

- Consider engaging the faculty in a common understanding of metacognition and the development of a systemic process that enables students to engage in metacognition continuously and systemically.

- Consider increasing the number of staff involved in the design and implementation of a learning environment that fosters metacognition.

- Consider options to measure improvement in student performance that is attributable to the design and implementation of a learning environment that enables students to engage in metacognition.

**Indicator #3- Student Performance Data**

**Commendations:**

- The District gathers a significant amount of data about student progress and outcomes, both cohort and individual information.
- Data is shared with administrators and teachers, and they are given time to analyze the data by grade level and department.
- Pearl River students do well on the assessments they are given, and a high percentage of students graduate on time and attend college.
- The District surveys parents annually to assess their satisfaction with a wide range of District operations.

**Recommendations:**

- Consider ways to combine analysis of test data with analysis of critical thinking and creative problem solving skills embedded in students' work.
- Consider asking the faculty to identify the data they would find most helpful in understanding the extent to which their students are able to think critically and engage in creative problem solving, and then generate data for them to analyze.
- Consider engaging student voice in the analysis of critical thinking and creative problem solving by developing a method of capturing their ideas.
- Consider developing ways to capture evidence around critical thinking and creative problem solving, including the development of district-specific assessments and rubrics for those assessments.

**Indicator #4: Curriculum and Instruction**

**Commendations:**

- The elementary schools have programs that foster creativity and critical thinking through hands on activities K-4. For example, in one elementary school, grade 2 focused on "Math with no numbers." This program asks students to begin to explore and think about a math problem prior to providing any numbers to allow students to critically think without rushing to solve the problem. As the result of this initiative, "Math with No Numbers" was a professional development opportunity afforded to elementary teachers via BOCES.
- Every middle school teacher designed and implemented one lesson or unit with a primary focus on project based learning/critical thinking/creativity. Many of the PBLs take place during PEP. PEP encourages teachers to devote time for students to think critically.
- Some high school seniors elect to design, create, and complete a Capstone Project. This project is based on student choice about a critical issue or problem that the students could solve; it infuses interdisciplinary work, outside the box thinking, and parent and community support. In this culminating project, students must be critical thinkers in order to complete the project.
- During our classroom visits in K-7, many teachers acted as facilitators allowing students to engage in the problem-solving process: building ramps, designing a white house, cars, and water wheels.

**Recommendations:**

- Consider various types of PD related to this initiative that could be turn-keyed throughout the district on many levels and various platforms.
- Consider ways to embed critical thinking, problem solving, and creativity into the current curricula maps K-12. While many activities do reflect the two C's, it is important that

teachers are given the time to develop, or continue to develop, detailed instructional plans that infuse the two Cs into all subjects throughout the year.

- Teachers would benefit from additional time to design shared lessons with the foci on critical thinking and creativity during the school year and beyond.

- Consider ways to facilitate this work by examining school schedules, District mission, grading practices, report cards, homework and other practices that could impede the progress of the initiative.

**Indicator #5:  Professional Learning**

**Commendations:**

- Many teachers across the District expressed feeling supported to take risks and move ahead with initiatives that promote their professional development, and have taken this opportunity to bring their learning back to their colleagues.  Examples of this are teacher initiated book clubs, classroom furniture explorations, and Socratic seminar at the high school level.

- The District is committed to developing technology in classroom instruction and performance based learning through the use of Instructional Technology Coaches that model instruction to support growth for both students and teachers.  These positions have proven to be an equitable resource through K-12 that teachers utilize with fidelity.

- Teachers have knowledge of the initiative surrounding critical thinking and creative problem solving and are purposefully planning experiences for this within lessons and units of study.  There are also opportunities that exist outside of the curriculum, including Capstone Project and after school clubs.

- Time has been scheduled K-7 for professional learning and some of this time has been allocated to critical thinking and creative problem solving.

**Recommendations:**

- Consider a district plan to use the autonomy of 'turn-key' professional development into a more systematic approach that is both coordinated and focused on critical thinking and creative problem solving among grade levels, buildings, departments, or all the above.
- During the visit, there was strong sense of collegiality among staff members. Consider the investigation of instructional rounds or learning walks to increase teacher understanding of this work.
- Consider devising a structure that allows for collaboration across all grade levels.
- Consider the development of a library of exemplars to serve as models and benchmarks for assessment related to critical thinking and creative problem solving.
- Consider creating a tighter link among this initiative, supervision and evaluation, and professional development.
- Consider professional development that addresses and informs teachers of ways tasks can be differentiated to engage and challenge students to think critically and creatively problem solve in regard to their varying ability levels.

**Indicator #6: Equitable Support for Student Needs**

**Commendations:**

- Fifth grade teachers speak with guidance department at the onset of each year about all incoming students to discuss student needs.
- Consult classes allow special education students to partake in general education classes.
- The high school offers open enrollment to AP courses and Regents courses in multiple languages. (Class offerings that allow all students to have access to foreign language study at an appropriate level)
- The middle school anti-bullying tasks ask students to think about their experiences with

bullying and how it has impacted them. This allows students to critically think about ways in which they can seek help.

- Star Renaissance test scores help inform curriculum choices and determine strengths and weaknesses in Math and ELA.
- The option for students to partake in P-tech alternative outplacement high school program to prepare non-college seeking students for life after graduation from high school.

**Recommendations:**

- Consider the possibility of subgroups of students missing out on critical thinking and creativity opportunities due to pull-out for support services. For example, student access to a Maker Space or middle school PEP classes, while other students are receiving speech, math or ELA interventions.
- Consider enrichment opportunities at the elementary school level that could be made available to all students. Parents commented that they would like to see additional opportunities for enrichment for higher achieving students.
- When placing students as they move from one school to another, consider reviewing student work to assess problem solving and critical thinking skills, along with standardized test data, to inform appropriate student placement.
- Consider the creation of a District benchmark assessment that can be used to determine students' abilities and growth of critical thinking and creative problem solving skills.

**Indicator # 7: Shared Vision and Environment for Change:**

**Commendations:**

- Evidence gathered through interviews, work samples, and District wide communication reflected the District's commitment to integrating the 21st century skills of critical

thinking and creative problem solving.

- At most levels there is a committed and collaborative community of school learners, both students and staff that are well positioned to move forward towards achieving school goals.
- Elementary principals have demonstrated a strong collaboration and dedication to provide targeted professional development.
- The administration has extended considerable efforts in creating a risk free environment in which teachers are encouraged to experiment and collaborate.

**Recommendations:**

- Consider the creation of a protocol for staff to review student learning and growth, focused on critical thinking and creative problem solving
- Continue to provide focused opportunities for peer observation, unit sharing, student work review, and the creation of common assessments related to critical thinking and creative problem solving
- Consider ways to use data and evidence to continue to work towards collaborative decision-making as it pertains to critical thinking and creative problem solving throughout the District.
- Continue to provide professional development in the areas of critical thinking and creative problem solving across content, subject and grade levels. Staff is seeking support in these areas by having demonstrations of model lessons that include activities and exemplars.

**Indicator #8: Parent and Community Support**

**Commendations:**

- The Superintendent communicates with parents in a variety of publications that outline

the District's decision to keep 21st Century skills as a central focus of teaching and learning: "Messages" in the PRSD School Report emphasize a "...conscious decision to maintain a focus on critical thinking, creative problem solving...as 21st Century skills"; letters to parents are timely descriptions of current priorities for student growth and outcomes, considerable and continuous updates intra-district, including presentations, research-based studies to deepen the collective understanding of this initiative.  The Deputy Superintendent for Curriculum and Instruction has provided a series of professional articles linked to the four C's: Critical Thinking

- The community support for the District budget demonstrates the District's commitment to programs, initiatives, teacher needs, and support of student ancillary learning, career readiness courses at BOCES, PTA fundraisers, and the Capital Improvement Committee.

- The district website is comprehensive, bi-lingual, and current; it reflects the energy of the District and the focus on ensuring the larger community is consistently informed and involved.


**Recommendations:**


- Continue to design processes that will educate community parents in specific ways about the current critical thinking and creative problem solving initiative throughout the District. For example, exemplars of student work that reflects critical thinking and creative problem solving, celebrations of this work that includes parent feedback, and informative conversations to assure clarity of progress.

- Consider reviewing and revising the current cycle of information-sharing about the initiative through building level invitations for parents to observe the critical thinking and creative problem solving in action.

- Continue to explore social media as a method of enhancing parent communication and information distribution tool. (e.g., Twitter, YouTube, Facebook.)

# Appendix I: Evaluation Scores

## Performance-based Assessment
### Student Performance – Indicator # 1

**Educators utilize performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge. These assessments demonstrate the degree to which students integrate knowledge, skills, and higher-level thinking both within and across disciplines. Student work is evaluated based on common criteria, and results are analyzed and used over time to inform curriculum and instruction.**

| *Approach* | *Implementation* | *Results* |
|---|---|---|
| **There is no process evident.** | **There is no evidence of implementation.** | **There is no evidence of results.** |
| **There is a foundational process to use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria.**<br><br>• *Evidence of a foundational process to create and use performance-based assessments.*<br>• *Evidence that the foundational process enables students to demonstrate, transfer and apply knowledge, skills and higher level thinking.*<br>• *Evidence that the foundational process includes evaluation of student work based on common criteria.* | **Individual educators use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills, and higher level thinking within and across disciplines. Some educators evaluate student work based on common criteria.**<br><br>• *Evidence that individual educators use performance-based assessments that meet established design criteria.*<br>• *Evidence that these assessments enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking within and across disciplines.*<br>• *Evidence that individual educators evaluate student work based on common criteria.* | **Some improvement in student learning is related (in part) to the use of performance assessments that are evaluated based on common criteria.**<br><br>• *Evidence of improved student learning linked (in part) to the use of performance-based assessments.*<br>• *Evidence of improved student learning linked (in part) to evaluation based on common criteria.* |

| Performance-based Assessment | | |
| --- | --- | --- |
| **Student Performance – Indicator # 1** (*continued*) | | |
| *Approach* | *Implementation* | *Results* |
| There is a systematic process for the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria.<br>• *Evidence that a common understanding of performance-based assessments exists within the district.*<br>• *Evidence of a systematic process to use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking both within and across disciplines.*<br>• *Evidence of a systematic plan to evaluate student work using common criteria.* | **Many educators use a variety of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Many educators evaluate student work based on common criteria.**<br>• *Evidence that up to half (50 %) of educators are using performance-based assessments that enable students to transfer and apply knowledge, skills, and higher level thinking within and across disciplines.* | Measurable improvement in student learning related (in part) to the use of performance assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines.<br>• *Evidence of measurable improvement in student learning linked (in part) to the use of performance-based assessments.*<br>• *Evidence of measurable student improvement linked to the analysis of performance-based assessment results, using common criteria.* |
| There is a systemic process for the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated on common based on common criteria and results are analyzed and used over time to inform curriculum and instruction decisions.<br>• *Evidence of a systemic process to use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking within and across disciplines.*<br>• *Evidence that student work is evaluated based on common criteria.*<br>• *Evidence of a plan to analyze results over time to inform curriculum and instruction decisions.* | Most educators use performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Most educators use common criteria to evaluate student work, and analyze results to inform curriculum and instruction decisions.<br>• *Evidence that up to 75% of educators use performance-based assessments that enable students to demonstrate the capacity to transfer and apply knowledge, skills and higher level thinking within an across disciplines.*<br>• *Evidence that this information is used to inform decisions about curriculum and instruction.* | Significant improvement in student learning is sustained over time and related (in part) to the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills, and higher level thinking within and across disciplines.<br>• *Evidence of significant improvement in student learning linked (in part) to the use of performance-based assessments.*<br>• *Evidence of significant improvement in student learning linked in part to the capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines.*<br>• *Evidence that significant improvement in student learning is sustained over time.* |

| Performance-based Assessment | | |
| --- | --- | --- |
| Student Performance – Indicator # 1 (*continued*) | | |
| *Approach* | *Implementation* | *Results* |
| There is a systemic, district-wide process for the use of performance-based assessments to enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria and results are analyzed and used over time to inform curriculum and instruction. The process is reviewed and revised periodically based on current research and district analysis of performance-based assessments.<br>• *Evidence of a systemic, district-wide process to use performance-based assessments.*<br>• *Evidence that the process is reviewed and refined periodically, based on current research and district analysis of performance-based assessments.* | All educators systematically use performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills, and higher level thinking within and across disciplines. All educators evaluate student work based on common criteria, and analyze student results to inform curriculum and instruction decisions.<br>• *Evidence that all educators are using performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines.*<br>• *Evidence that all educators evaluate that student work based on common criteria.*<br>• *Evidence that all educators analyze student results to inform curriculum and instruction decisions.* | Significant improvement in student learning sustained over time is related to the use of performance-based assessments that enable students to demonstrate their capacity of transfer and apply knowledge, skills and higher level thinking. Improved student performance is attributable to the use of common criteria and analysis of results, and supported by local, regional and national measures of excellence.<br>• *Evidence of improved student learning linked to the use of performance assessments.*<br>• *Evidence of how that improvement is measured using local, regional and national measures of excellence.*<br>• *Evidence that the improvement is sustained over time.* |

# Student Metacognition in the Learning Process
## Student Performance – Indicator #2

Educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically. As a result, students build the capacity over time to assess, reflect upon and make choices that advance their own learning.

| Approach | Implementation | Results |
|---|---|---|
| There is no process evident. | There is no evidence of implementation. | There is no evidence of results. |
| There is a foundational process to design a learning environment that enables students to engage in metacognition.<br><br>• *Evidence of a foundational process to design a learning environment that enables students to engage in metacognition.* | Individual educators design and intentionally implement a learning environment that enables students to engage in metacognition.<br><br>• *Evidence that individual educators design and implement a learning environment that enables students to engage in metacognition.*<br>• *Evidence that individual educators provide some opportunities for students to make choices about their learning.* | Some improvement in student performance is attributable (in part) to the design and implementation of a learning environment that enables students to engage in metacognition.<br><br>• *Evidence of improved learning and student performance linked (in part) to a learning environment that enables students to engage in metacognition.* |
| There is a systematic process to design a learning environment that enables students to engage in metacognition continuously and systematically. This process includes student reflection, choice and self-assessment.<br><br>• *Evidence that a common understanding of metacognition exists within the district.*<br>• *Evidence of a systematic process that enables students to engage in metacognition.*<br>• *Evidence that the process includes student reflection, choice, and self-assessment* | Many educators design and implement a learning environment that enables students to engage in metacognition systematically. Many educators provide opportunities for student reflection, choice, and self-assessment.<br><br>• *Evidence that up to half (50%) of educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically.*<br>• *Evidence that up to half (50%) of educators provide opportunities for student reflection, choice, and self-assessment.*<br>• *Evidence that up to half (50%) of educators inform instruction based upon students' reflections, self-assessment and choice.* | Measurable improvement in student performance is attributable (in part) to the design and implementation of a learning environment that enables students to engage in metacognition systematically.<br><br>• Evidence of measurable improvement in student learning and performance linked (in part) to a learning environment that enables students to engage in metacognition continuously and systematically.<br>• Evidence of measurable improvement in student learning and performance linked (in part) to a learning environment that provides opportunities for reflection, choice, and self-assessment. |

| Student Metacognition in the Learning Process | | |
|---|---|---|
| Student Performance – Indicator #2 *(continued)* | | |
| *Approach* | *Implementation* | *Results* |
| There is a systemic process that enables students to engage in metacognition continuously and systematically. The learning environment is designed to enable students to build the capacity to assess and reflect upon their learning and make choices that advance their learning.<br>• *Evidence of a systemic process that enables students to engage in metacognition continuously and systemically.*<br>• *Evidence of a systemic process to design a learning environment that enables students to build the capacity to assess and reflect upon their learning and make choices that advance their learning.* | Most educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically. Educators enable students to build the capacity to assess, reflect upon their learning, and make choices that advance their learning.<br>• *Evidence that up to 75% of educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically.*<br>• *Evidence that up to 75% of educators enable students to build the capacity to assess and reflect upon their learning, and make choices that advance their learning.* | Students' capacity to assess, reflect upon and make choices that advance their learning is attributable (in part) to the design and implementation of a learning environment that enables them to engage in metacognition continuously and systematically. Significant improvement in student performance is sustained over time.<br>• *Evidence of significant improvement in student learning and performance resulting (in part) from continuous and systemic engagement in metacognition.*<br>• *Evidence of significant improvement in student learning and performance linked (in part) to their capacity to assess, reflect upon and make choices that advance their learning.*<br>• *Evidence of significant improvement in student learning and performance being sustained over time.* |
| There is a systemic, district-wide process that enables students to engage in metacognition continuously and systematically. The design of the learning environment enables students to build the capacity to assess, reflect upon and make choices that advance their learning. The process is reviewed and revised, periodically, based on current research and district analysis of student metacognition data.<br>• *Evidence of a systemic, district-wide process that enables students to engage in metacognition continuously and systemically.*<br>• *Evidence that the design of the learning environment enables teachers to make instructional choices based upon student metacognitive data.*<br>• *Evidence that the process is reviewed and revised, periodically, based on current research and analysis of student metacognition data.* | All educators design and implement a learning environment that enables students to engage in metacognition, continuously and systematically. All educators enable students to build the capacity to assess and reflect upon their learning, and make choices that advance their learning.<br>• *Evidence that all educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically.*<br>• *Evidence that the learning environment enables students to build the capacity to assess, reflect upon and make choices that advance their learning.*<br>• *Evidence that educators adjust instruction based upon the analysis of student metacognition data.* | Significant improvement in student performance, sustained over time, is attributable to the design and implementation of a learning environment that enables them to engage in metacognition continuously and systematically. Students build the capacity to assess, reflect upon and make choices that advance their learning.<br>• *Evidence of significant improvement in student learning and performance resulting from continuous and systemic engagement in metacognition.*<br>• *Evidence of significant improvement in student learning and performance resulting from the capacity to assess and reflect upon their learning, and make choices that advance their learning.*<br>• *Evidence of how that improvement is measured against local and national measures of excellence.* |

# Student Performance Data
## Student Performance - Indicator #3

**Norm-referenced and criterion-referenced tests provide data on student knowledge and higher level thinking. The district has in place a system for collecting, analyzing and disseminating student performance data to teachers and administrators. Teachers and administrators use these data collaboratively to make informed decisions on improving student performance.**

| Approach | Implementation | Results |
|---|---|---|
| There is no process evident. | There is no evidence of implementation. | There is no evidence of results. |
| There is a foundational process for using norm-referenced and criterion-referenced test data to analyze student knowledge and higher level thinking. The data are disseminated to administrators and teachers.<br>• *Evidence of a foundational process to analyze norm-referenced and criterion-referenced test data.*<br>• *Evidence that the data are used to analyze student knowledge and higher level thinking.*<br>• *Evidence that the data are disseminated to administrators and teachers.* | Individual educators analyze data from norm-referenced and criterion-referenced tests to make informed decisions on improving student performance and higher level thinking.<br>• *Evidence that individual educators analyze student performance data from norm-referenced and criterion-referenced tests.*<br>• *Evidence that the individual educators use data to analyze student knowledge and higher level thinking and to inform curricular and instructional decisions.* | **Some improvement in student knowledge and higher level thinking is related (in part) to the analysis of data from norm-referenced and criterion-referenced tests.**<br>• *Evidence of improved student learning and higher level thinking related (in part) to the analysis of student performance data from norm-referenced and criterion-referenced tests.* |
| **There is a systematic process for using norm-referenced and criterion-referenced test data to analyze student performance over time. The data are used to measure, monitor, and improve student knowledge and higher level thinking. The data are disseminated to administrators and teachers.**<br>• *Evidence that norm-referenced and criterion-referenced test data are analyzed systematically over time.*<br>• *Evidence that the data are disseminated to administrators and teachers and used to measure, monitor, and improve student knowledge and higher level thinking.* | **Many educators collaborate, over time, to analyze data from norm-referenced and criterion-referenced tests to make informed decisions about curriculum, instruction, student knowledge and higher level thinking.**<br>• *Evidence that up to half (50%) of educators collaborate to analyze student performance data over time.*<br>• *Evidence that up to half (50%) of educators use data from norm-referenced and criterion-referenced tests to analyze student knowledge and higher level thinking.*<br>• *Evidence that up to half (50%) of educators use data to inform curricular and instructional decisions.* | Measurable improvement in student learning is related (in part) to the analysis of data from norm-referenced and criterion-referenced tests. The analysis is linked to decisions about curriculum, instruction, student knowledge and higher level thinking<br>• *Evidence that measurable improvement in student knowledge and higher level thinking are related (in part) to the analysis of norm-referenced and criterion-referenced tests over time.*<br>• *Evidence that the test data are used to make curricular and instructional decisions on improving student performance.* |

| Student Performance Data | | |
|---|---|---|
| **Student Performance—Indicator #3 (*continued*)** | | |
| *Approach* | *Implementation* | *Results* |
| **There is a systemic process for using norm-referenced and criterion-referenced test data to monitor student performance over time and to disaggregate data from norm-referenced and criterion referenced tests. The data are used to improve the learning environment, student knowledge, and higher level thinking. The data are disseminated, systemically, to administrators and teachers.**<br><br>• *Evidence of a systemic process to analyze student performance data from norm-referenced and criterion-referenced tests.*<br>• *Evidence that test data are disaggregated and analyzed over time.*<br>• *Evidence that the data analysis is linked to the learning environment, student knowledge, and higher level thinking.*<br>• *Evidence of a systemic process to disseminate data to administrators and teachers.* | **Most educators collaborate to disaggregate and analyze data from norm-referenced and criterion-referenced tests over time as part of a sustained effort to make informed decisions about curriculum, instruction, student knowledge and higher level thinking.**<br><br>• *Evidence that up to 75% of educators collaborate to disaggregate and analyze norm-referenced and criterion-referenced test data over time.*<br>• *Evidence that up to 75% of educators use data analysis in a sustained effort to make informed curricular and instructional decisions.* | **Significant improvement in student learning sustained over time is related (in part) to the use and analysis of student performance data from norm-referenced and criterion-referenced tests and other forms of assessment.**<br><br>• *Evidence of significant improvement in student learning related (in part) to the analysis of tests and student performance data over time.*<br>• *Evidence that improvement is measured using multiple forms of assessment data.*<br>• *Evidence that the improvement in student learning is sustained over time.* |
| **There is a systemic, district-wide process that integrates and monitors student performance data from multiple assessments over time. The disseminated data are used to improve the learning environment, student learning, and higher level thinking through formal cycles of review and revision based on current research.**<br><br>• *Evidence of a systemic, district-wide process that integrates and monitors student performance data into the teaching and learning cycle.*<br>• *Evidence of data analysis and disaggregation of student performance from multiple assessments over time. Evidence that the process is reviewed and refined based on current research.* | **All educators collaborate to disaggregate and analyze student performance data from multiple sources over time. All educators are involved in a sustained effort to make informed decisions about curriculum and instruction across grades and subject areas.**<br><br>• *Evidence that all educators collaborate to disaggregate and analyze student performance data over time.*<br>• *Evidence that all educators use data from multiple sources to analyze student performance and to inform curriculum and instruction across grades and subject levels.*<br>• *Evidence that the use of data is part of a sustained effort to improve curriculum, instruction, and student performance through formal cycles of evaluation.* | **Significant improvement in student learning is sustained over time and related to the use and analysis of student performance data. Student performance is benchmarked against local, regional, and national measures of performance.**<br><br>• *Evidence of significant improvement in student learning related to the sustained analysis of tests and performance data over time.*<br>• *Evidence of how that improvement is measured using local, regional, and national benchmarks.* |

# Curriculum and Instruction
## Internal Support – Indicator # 4

**Teachers and administrators collaborate and develop an articulated and aligned curriculum that ensures optimal student results. Assessment data from multiple sources are analyzed by teachers and administrators when making curricular and instructional decisions. In their planning, teachers purposefully select from a variety of teaching techniques and tools to help students improve and they differentiate curriculum and instruction to address all students' learning needs.**

| *Approach* | *Implementation* | *Results* |
|---|---|---|
| **There is no process evident.** | **There is no evidence of implementation**. | **There is no evidence of results**. |
| **There is a foundational process for educators to collaborate in developing, articulating, and aligning curriculum and instruction, K-12. Educators analyze student assessment data from multiple sources and select from a variety of teaching materials and instructional strategies that ensure optimal student results.**<br>• *Evidence of a foundational process for educators to collaborate to develop, articulate, and align curriculum and instruction, K-12.*<br>• *Evidence of a foundational process to link data analysis to decisions about teaching materials and instructional strategies that ensure optimal student results.*<br>• *Evidence of a foundational process of differentiating instruction to address the learning needs of all students.* | **Individual educators collect and analyze student assessment data from multiple sources and collaborate to develop, articulate, and align curriculum and instruction, K-12. Data are used to select appropriate teaching materials and instructional strategies that support differentiation, and to make curricular and instructional decisions to ensure optimal student results.**<br>• *Evidence that individual educators collect and analyze student assessment data from multiple sources.*<br>• *Evidence that individual educators collaborate to develop, articulate, and align curriculum and instruction, K-12.*<br>• *Evidence that individual educators differentiate curriculum and instruction to address the learning needs of all students.*<br>• *Evidence that individual educators analyze data to select appropriate teaching materials and instructional strategies that ensure optimal student results.* | **Some improvement in student learning is related (in part) to the link between educators' collaboration and analysis of multiple forms of student assessment data to make curricular and instructional decisions, K-12.**<br>• *Evidence of improved student learning related (in part) to educators' analysis of multiple forms of student assessment data.*<br>• *Evidence of improved student learning linked (in part) to curricular and instructional decisions that ensure optimal student results.* |

| Curriculum and Instruction<br>Internal Support – Indicator # 4 (*continued*) | | |
|---|---|---|
| *Approach* | *Implementation* | *Results* |
| **There is a systematic process used for educators to collaborate in developing, articulating, and aligning curriculum and instruction, K-12. Educators collaborate to collect and analyze multiple forms of data to ensure optimal student results and to make curricular and instructional decisions.**<ul><li>*Evidence that a common understanding of differentiated instruction exists within the district.*</li><li>*Evidence of a systematic process to collect and analyze student performance data from multiple sources.*</li><li>*Evidence of a systematic process to link student performance data to decisions about teaching materials and instructional strategies to ensure optimal student results.*</li><li>*Evidence of designated standards used to guide analysis of student assessment data.*</li><li>*Evidence of systematic differentiation of instruction to address the learning needs of all students.*</li></ul> | **Many educators systematically collect and analyze student assessment data from multiple sources and collaborate to develop, articulate, and align curriculum and instruction, K-12. Educators purposefully select teaching materials and instructional strategies that differentiate to ensure optimal student results.**<ul><li>*Evidence that up to half (50%) of educators collaborate to develop, articulate and align curriculum and instruction, K-12.*</li><li>*Evidence that up to half (50%) of educators collect and analyze student assessment data from multiple sources to make curricular and instructional decisions.*</li><li>*Evidence of designated standards used to guide the analysis of student assessment data.*</li><li>*Evidence that educators use the data to purposefully select teaching materials and instructional strategies that differentiate to ensure optimal student results.*</li></ul> | **Measurable improvement in student learning is related (in part) to the link between a clearly developed, articulated, and aligned curriculum and the systematic use of data analysis from multiple sources to ensure optimal student results.**<ul><li>*Evidence of measurable improvement in student learning related (in part) to educators' use of assessment data to make curricular and instructional decisions.*</li><li>*Evidence of designated standards used to guide the analysis of student assessment data, and to differentiate instruction that ensures optimal student results.*</li></ul> |

| Curriculum and Instruction | | |
|---|---|---|
| **Internal Support – Indicator # 4 (*continued*)** | | |
| *Approach* | *Implementation* | *Results* |
| **There is a systemic process for educators to collaborate to develop, articulate, and align curriculum and instruction, K-12. This process is directly linked to the analysis of multiple forms of student assessment data when making curriculum and instruction decisions to ensure optimal student results.**<br><br>• *Evidence of a systemic process for educators to collaborate to develop, articulate and align curriculum and instruction, K-12.*<br>• *Evidence that the systemic process is linked to curriculum and instruction decisions to ensure optimal student results.*<br>• *Evidence of a cycle to review and refine designated standards to guide the analysis of student assessment data.*<br>• *Evidence of systemic differentiation of instruction to address the learning needs of all students.* | **Most educators collaborate in the systemic analysis of student assessment data from multiple sources and to plan, develop, articulate, and align curriculum and instruction, K-12. Student performance data analysis is used to plan, implement, and review curriculum and instruction decisions and to select teaching materials and instructional strategies that ensure optimal student results.**<br><br>• *Evidence that up to 75% of educators collaborate in the systemic analysis of student assessment data from multiple sources.*<br>• *Evidence that the collaboration extends across grade levels and content areas.*<br>• *Evidence that up to 75% of educators use data to select appropriate teaching materials and instructional strategies to differentiate and ensure optimal student results.*<br>• *Evidence that the designated standards used to guide analysis of student assessment data are reviewed.*<br>. | **Significant improvement in student learning is sustained over time and related (in part) to the link between the systemic, collaborative analysis of student assessment data and optimal student results.**<br><br>• *Evidence that significant improvement in student learning is linked (in part) to curriculum and instruction decisions that ensure optimal student results.*<br>• *Evidence that significant improvement in student learning is sustained over time and is linked (in part) to the systemic analysis of multiple sources of assessment data.* |
| **There is a systemic, district-wide process for educators to collaborate in the ongoing planning, development, articulation and alignment of curriculum and instruction, K-12. The systemic, district-wide analysis of student assessment data from multiple sources is directly linked to decisions about teaching materials and instructional strategies. The process is continually monitored and improved based on a formal cycle of review, shared experience, current research, new knowledge and feedback from multiple sources.**<br><br>• *Evidence of a systemic, district-wide process for educators to collaborate to plan, develop, articulate and align curriculum and instruction, K-12.* | **All educators collaborate with colleagues across grade and content levels in the systemic analysis of multiple forms of student assessment data. All educators use student performance data to purposefully plan and select appropriate teaching materials and instructional strategies that differentiate to ensure optimal student results**<br><br>• *Evidence that all educators collaborate across grade levels and content areas to collect, analyze, and review multiple forms of student assessment data.*<br>• *Evidence that all educators plan and select teaching materials and instructional.* | **Significant improvement in student learning is sustained over time and consistent with local, national and international standards of excellence. Improved student achievement results are related to systemic, district-wide developed, articulated, and aligned curriculum, instruction, and data analysis from multiple sources.**<br><br>• *Evidence of significantly improved student learning related to a planned, developed, articulated and aligned curriculum that is systemic and district-wide, and ensures optimal student results.*<br>• *Evidence that improved* |

| Curriculum and Instruction |
|---|
| Internal Support – Indicator # 4 (*continued*) |

| Approach | Implementation | Results |
|---|---|---|
| • *Evidence that the process involves the systemic, district-wide analysis of multiple forms of student assessment data to make curricular and instructional decisions.*<br>• *Evidence that the process is continually monitored and revised based on current research, shared experience, and feedback from multiple sources.*<br>• *Evidence of systemic, district-wide differentiation of instruction to address the learning needs of all students.* | *strategies based on systemic data analysis.*<br>• *Evidence that all educators use data analysis and designated standards and benchmarks to make curriculum and instruction decisions and to ensure optimal student results.* | *student learning is sustained over time.*<br>• *Evidence that student improvement is consistent with local, national and international standards of excellence.* |

# Professional Learning
## Internal Support – Indicator # 5

**The professional learning plan is based on current student and teacher needs linked to district goals. Professional learning is embedded, collaborative, and reflective. The district is attentive to providing the time and resources for this learning to take place. Professional learning is evaluated using a supervision and evaluation process that focuses on the efficacy of instruction and attendant growth in student learning.**

| *Approach* | *Implementation* | *Results* |
|---|---|---|
| There is no process evident. | There is no evidence of implementation. | There is no evidence of results. |
| There is a foundational professional learning process that is based on current student and teacher needs related to district goals.  This process is embedded, collaborative and reflective.<br>• *Evidence of a foundational professional learning process based on current student/teacher needs and linked to district goals.*<br>• *Evidence that the district provides time and resources to ensure embedded professional learning.*<br>• *Evidence that professional learning is designed to be collaborative and reflective.* | Individual educators are involved in professional learning that is embedded, collaborative and reflective and based on teacher and student needs related to district goals.<br>• *Evidence that individual educators are participating in professional learning that is embedded, collaborative, reflective and linked to student and teacher needs and district goals.*<br>• *Evidence that educators have the time and resources to participate in district professional learning.*<br>• *Individual educators participate in professional learning that is focused on improved student learning.* | **Some improvement in student learning related (in part) to the link between professional learning and district goals.**<br>• *Evidence of improved student learning is related (in part) to the link between professional learning and student needs.* |
| **There is a systematic professional learning process that is based on student and teacher needs related to district goals.  Professional learning is embedded, collaborative and reflective; it is systematically evaluated.**<br>• *Evidence of a systematic process for professional learning that is linked to student/teacher needs and district goals.*<br>• *Evidence that professional learning is systematically evaluated and focused on improved student learning.*<br>• *Evidence that the supervision and evaluation process is linked to professional learning, student learning and district goals.* | **Many educators participate in professional learning that is embedded, collaborative, reflective and based on teacher and student needs related to district goals.**<br>• *Evidence that up to 50% of educators regularly participate in professional learning that is embedded, collaborative and reflective.*<br>• *Evidence that up to 50% of educators are provided time to participate in professional learning that is focused on student/teacher needs and aligned with district goals.*<br>• *Evidence that up to 50% of educators align professional learning goals and instructional strategies with student learning.* | Measurable improvement in student learning is related (in part) to district goals linked to professional learning that is embedded, collaborative and reflective.<br>• *Evidence of measurable improvement in student learning related (in part) to professional learning that is embedded, collaborative and reflective.*<br>• *Evidence of how improvement in student learning is measured.* |

## Professional Learning
### Internal Support – Indicator # 5 *(continued)*

| *Approach* | *Implementation* | *Results* |
|---|---|---|
| There is a systemic professional learning process that is based on student and teacher needs related to district goals. Sustained professional learning is embedded, collaborative and reflective. Professional learning is reviewed and revised over time and is linked to the district plan for supervision and evaluation.<br><br>• *Evidence of a systemic professional learning process that is based on student/teacher needs related to district goals.*<br>• *Evidence that the systemic process is periodically revisited and refined.*<br>• *Evidence that the professional learning plan is directly linked to the district supervision and evaluation process.* | Most educators participate in professional learning that is systemic and based on student/teacher needs related to district goals. Educators consistently link professional goals to student learning.<br><br>• *Evidence that up to 75% of educators participate in systemic, on-going, scheduled professional learning that is embedded, collaborative and reflective.*<br>• *Evidence that up to 75% of educators are provided time to participate in systemic professional learning that is focused on student/ teacher needs and aligned with district goals.*<br>• *Evidence that up to 75% of educators align professional learning goals and instructional strategies to promote optimal student results.* | Significant improvement in student learning related (in part) to educators' participation in systemic professional learning that is embedded, collaborative, reflective and related to student needs. Student growth is directly linked to systematic, sustained professional learning.<br><br>• *Evidence that significant improvement in student learning is sustained over time.*<br>• *Examples of how significant improvement is measured using data from multiple sources.* |
| There is a systemic, district-wide professional learning process in place that is based on teacher/student needs related to district goals. Time and resources are provided to ensure that professional learning is embedded, collaborative and reflective. The plan is evaluated using a supervision and evaluation process that focuses on optimal student results. The professional learning plan is reviewed and revised based on current research and district analysis of professional learning.<br><br>• *Evidence of a systemic, district-wide professional learning process related to district goals.*<br>• *Evidence that the process is sustained over time.*<br>• *Evidence that the revisions are based on current research and analysis of the district's professional learning process.* | All educators participate in professional learning that is systemic, district-wide, and based on student and teacher needs related to district goals. Educators consistently link professional goals to decisions about instructional strategies that promote optimal student learning.<br><br>• *Evidence that all educators participate in ongoing scheduled professional learning that is embedded, collaborative and reflective.*<br>• *Evidence that all educators are provided time to participate in professional learning that is focused on student and teacher needs and aligned with district goals.*<br>• *Evidence that all educators align professional learning goals and instructional strategies to promote optimal student results.*<br>• *Evidence that all educators analyze current research and practices to inform instructional decisions.* | Significant improvement in student learning is related to educators' participation in systemic, district-wide professional learning that is embedded, collaborative, reflective and related to student needs. Student learning is directly linked to professional learning.<br><br>• *Evidence that significant improvement in student learning is sustained over time.*<br>• *Examples of how significant improvement is measured using data from multiple sources.*<br>• *Examples of how significant improvement is benchmarked against local and national best practices.* |

# Equitable Support for Student Needs
## Student Performance Indicator #6

**Processes and practices are in place in the district that identify and meet students' academic and non-academic needs. These processes and practices are informed by data gathered from a variety of sources and are aligned with student learning goals for students at all performance levels. Policies and practices that govern student access to all programs are non-discriminatory and set high expectations that challenge each student. All students have equitable access to all programs.**

| *Approach* | *Implementation* | *Results* |
|---|---|---|
| **There is no process evident.** | **There is no evidence of implementation**. | **There is no evidence of results**. |
| **There is a foundational process to identify students' academic and non-academic needs through policies and practices informed by data from a variety of sources.**<br>• *Evidence of a foundational process to identify students' academic and non-academic needs.*<br>• *Evidence that processes and practices are informed by data analysis from a variety of sources and aligned with student learning goals.* | **Individual educators analyze data from a variety of sources to meet students' academic and non-academic needs. Data analysis is used to align policies and practices with learning goals of students at all performance levels.**<br>• *Evidence that individual educators analyze data from a variety of sources to meet students' academic and non-academic needs.*<br>• *Evidence that the foundational processes and practices are informed by data analysis and aligned with student learning goals at all performance levels.* | **Some improvement in student performance is attributable (in part) to the alignment of policies and practices with student learning goals. Data from a variety of sources are analyzed and used to ensure students' equitable access to all programs.**<br>• *Evidence that some improvement in student learning is attributable (in part) to the alignment of policies and practices with student learning goals.*<br>• *Evidence that data from a variety of sources are analyzed and used to ensure equitable access to all programs.* |
| **There is a systematic process that identifies students' academic and non-academic needs. Data from a variety of sources are analyzed and aligned with student learning goals to ensure non-discriminatory, equitable access to all programs for students at all performance levels. High expectations challenge all students.**<br>• *Evidence that the systematic process sets high expectations that challenge students at all performance levels.*<br>• *Evidence that the systematic process is non-discriminatory and ensures that students at all performance levels have equitable access to all programs.* | **Many educators analyze data from a variety of sources to meet students' academic and non-academic needs. The data analysis is aligned with student learning goals, ensures equitable access to all programs. High expectations challenge students at all performance levels.**<br>• Evidence that up to half (50%) of educators analyze data to identify and meet students' academic and non-academic needs.<br>• Evidence that up to half (50%) of educators analyze data from a variety of sources.<br>• Evidence that data analysis is aligned with student learning goals and used to set high expectations that challenge each student.<br>• Evidence that students at all performance levels have | **Measurable improvement in student performance is attributable (in part) to the analysis of data aligned with student learning goals. The data are used to ensure equitable access to all programs and to set high expectations that challenge students at all performance levels.**<br>• *Evidence that measurable improvement in student learning is attributable (in part) to data analysis from a variety of sources.*<br>• *Evidence that the systematic data analysis process is non-discriminatory, used to ensure equitable access to all programs, and sets high expectations that challenge students at all performance levels.* |

| Equitable Support for Student Needs |
| :--: |
| Student Performance Indicator #6 (continued) |

| Approach | Implementation | Results |
| --- | --- | --- |
| | *equitable access to all programs.* | |
| There is a systemic process that identifies student academic and non-academic needs. Data from a variety of sources, aligned with student learning goals, are analyzed to ensure all students have non-discriminatory, equitable access to all programs. The systemic process includes setting high expectations that challenge students at all performance levels and is periodically reviewed and revised.<br>• *Evidence that the systemic process is periodically reviewed and revised.* | **Most educators analyze data to meet students' academic and non-academic needs at all performance levels. Data analyses are aligned with student learning goals to ensure equitable access to all programs and to challenge students to meet high expectations at all performance levels.**<br>• *Evidence that up to 75% of educators analyze data from a variety of sources to meet the academic and non- academic needs of students at all performance levels.* | Significant improvement in student performance is attributable (in part) to the analysis of data aligned with student goals, and is sustained over time. Data are analyzed to ensure equitable access to all programs for students at all performance levels.<br>• *. Evidence of significant and sustained improvement in student learning linked (in part) to data analysis.*<br>• *Evidence of significant improvement in student learning linked (in part) to high expectations that challenge students at all performance levels.*<br>• *Evidence of significant improvement in student learning attributable (in part) to equitable access to all programs.* |
| There is a systemic, district-wide process to analyze data from a variety of sources to meet students' academic and non-academic needs. This process is aligned with student learning goals to ensure equitable access to all programs for students at all performance levels. High expectations are set that challenge each student. The process is formally reviewed and revised based on current research.<br>• *Evidence that the process is formally reviewed and revised based on current research.* | All educators analyze data from a variety of sources to meet students' academic and non-academic needs. The data and analyses are aligned with student learning goals and used to set high expectations that challenge students at all performance levels. Students at all performance levels have equitable access to all programs.<br>• *Evidence that all educators systemically analyze student performance data from a variety of sources to ensure high expectations that challenge students at all performance levels.* | Significant improvement in student learning sustained over time is linked to the systematic analysis of data aligned with student learning goals and high expectations that challenge students at all performance levels. The data are used to ensure all students have equitable access to all programs.<br>• *Evidence that significant improvement in student learning is sustained over time.*<br>• *Evidence of the link among equitable access, high expectations that challenge students, and significant improvement in student learning and performance.* |

Shared vision and goals focused on student performance have been developed with the staff and community, are well articulated, clearly communicated, and consistently pursued throughout the district and school community. This vision expects, supports, and recognizes change and creativity. It values and encourages progressive innovation that leads toward higher student achievement. Data are utilized to support decisions for change. This includes a process to review work and learn from experimentation.

| *Approach* | *Implementation* | *Results* |
|---|---|---|
| There is no process evident. | There is no evidence of implementation. | There is no evidence of results. |
| There is a foundational process to build a shared vision with staff and community to establish goals focused on student performance. This process encourages progressive innovation that leads toward higher student achievement.<br>• *Evidence of a foundational process to build a shared vision and establish goals focused on student performance.*<br>• *Evidence of a foundational process to encourage progressive innovation.* | Individual educators and community members collaborate to pursue a shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation.<br>• *Evidence that individual educators and community members collaborate to pursue a shared vision and goals that are focused on improved student performance.*<br>• *Evidence that individual educators are engaged in progressive innovation that leads toward higher student achievement.* | **Some improvement in student performance is attributable (in part) to a shared vision and goals focused on student performance and to innovative programs and practices.**<br>• *Evidence of improved student learning related (in part) to a shared vision and goals focused on student performance and to innovative programs and practices.* |
| **There is a systematic process to build a shared vision and goals with staff and community that are focused on student performance. The vision and goals are articulated, communicated and pursued throughout the district and school community. This process values and encourages change, creativity, and progressive innovation that lead toward higher student achievement.**<br>• *Evidence of a systematic process to build a shared vision and goals focused on student performance.*<br>• *Evidence of a systematic process that ensures the vision and goals are articulated and communicated throughout the* | **Many educators and community members collaborate to support the systemic shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation. Many educators value change, creativity, and progressive innovation that leads toward higher student achievement. Data are analyzed to support decisions for change.**<br>• *Evidence that up to half of (50%) the educators and community members support the systemic shared vision and goals.*<br>• *Evidence that up to half (50%)* | Measurable improvement in student learning is related (in part) to a shared vision and related goals and is suggested by data from multiple sources. Measurable improvement is a result (in part) of innovative programs and practices.<br>• *Evidence of how measurable improvement in student learning related (in part) to a shared vision and related goals is measured.*<br>• *Evidence of how measurable improvement in student learning related (in part) to innovative programs and practices is measured and tracked.* |

| Shared Vision and Environment for Change |||
|---|---|---|
| **Internal Support – Indicator # 7 (*continued*)** |||
| ***Approach*** | ***Implementation*** | ***Results*** |
| *district and   community.*<br>• *Evidence of a systematic process that encourages change, creativity and progressive innovation.* | *Of the educators value change, creativity and progressive innovation.*<br>• *Evidence that change and innovation are linked to data analysis* |  |
| **There is a systemic process for building a shared vision and goals with staff and community.  The vision and related goals are well articulated, communicated and pursued throughout the district and community. This process values change and creativity and encourages progressive innovation. Data are analyzed to support decisions for change. The process is periodically reviewed and revised based on current research.**<br>• *Evidence that data are analyzed to support decisions for change.*<br>• *Evidence that the process is periodically reviewed and revised based on current research.* | **Most educators and community members collaborate to support the systemic shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation. Many educators value change, creativity, and progressive innovation that leads toward higher student achievement. Data are analyzed to support decisions for change.**<br>• **Evidence that up to 75% of educators support the district vision and goals focused on student performance.**<br>• **Evidence that up to 75% of educators value change, creativity and progressive innovation.** | **Significant improvement in student learning, sustained over time, is related to a shared vision and related goals and to innovative programs, practices, and analysis of student performance data.**<br>• *Evidence of significant improvement in student achievement related to a shared vision and goals and to innovative programs and practices.*<br>• *Evidence that significant improvement in student learning is sustained over time.* |
| **There is a systemic, district-wide process for building a shared vision with staff and community and establishing related goals that are well articulated, communicated, and consistently pursued throughout the district and school community. This systemic, district-wide process is formally reviewed and revised based on current research.**<br>• *Evidence of a systemic, district-wide process to build a shared vision and related goals.*<br>• *Evidence that the systemic, district-wide process is formally reviewed and revised based on current research.* | **All educators and members of the community collaborate to support the systemic and district-wide vision and related goals focused on student performance.  All educators are actively engaged in the development, testing, evaluating and sharing of new tools, techniques and instructional strategies focused on improving student achievement.  Change and program innovations are expected, on-going and are derived from multiple assessments.**<br>• *Evidence that all educators understand and support the vision and goals.*<br>• *Evidence that all educators share a sense of responsibility for realizing the vision and goals.*<br>• *Evidence that all educators are engaged in programs focused on realizing the vision* | **Significant improvement in student performance, sustained over time, is related to a shared vision and is benchmarked against local and national measures of excellence. Significant improvement in student achievement, sustained over time, is a result of innovative programs and practices.**<br>• *Evidence of significantly improved student leaning sustained over time and related to the shared vision and goals and to innovative programs and practices.*<br>• *Evidence of how significant improvement is benchmarked against local and national measures of excellence.* |

| Shared Vision and Environment for Change | | |
|---|---|---|
| Internal Support – Indicator # 7 (*continued*) | | |
| *Approach* | *Implementation* | *Results* |
| | *and goals.*<br>• *Evidence that all educators collaborate in developing, testing, evaluating and sharing new tools, techniques and strategies.*<br>• *Evidence that the innovations are expected, ongoing and linked to the analysis of assessment data.* | |

**The active involvement of parents and the community and ongoing communication among all constituent groups are encouraged and utilized to improve student learning. A wide range of community resources extends the classroom and enriches the educational experience of students. The budget development process supports the mission, vision and goals of the district and is aligned with efforts to improve student performance.**

| *Approach* | *Implementation* | *Results* |
|---|---|---|
| There is no process evident. | There is no evidence of implementation. | There is no evidence of results. |
| There is a foundational process that encourages the active involvement of and communication with parents, community and educators. The budget process supports the district mission, vision and goals and is aligned with efforts to improve student performance.<br>• *Evidence of a foundational process for active involvement and ongoing communication among constituent groups.*<br>• *Evidence of a foundational budget process that supports the district mission, vision and goals and is aligned with efforts to improve student performance.* | Individual educators are actively involved with parents and community members in conversations focused on improved teaching and learning. Opportunities for parents to communicate with educators are aligned with district efforts to improve student performance.<br>• *Evidence that individual educators, parents, and community members have opportunities for ongoing communication focused on student learning.*<br>• *Evidence that individual educators, parents and community members communicate to support programs focused on improved student performance.* | The active involvement and two-way communication among educators, parents and community members are linked (in part) to some improvement in student learning.<br>• *. Evidence of improved student learning linked (in part) to communication between parents, community members and educators.* |
| There is a systematic process for the active involvement of parents and community members, and ongoing communication among parents, community members, and educators. The systematic process includes developing a budget that supports the district mission, vision and goals. A wide range of community resources extends the classroom experience and is aligned with efforts to improve student performance.<br>• *Evidence of a systematic process that encourages two-way communication between parents/community and educators.*<br>• *Evidence of a systematic* | Many educators communicate with parents and community members to improve student learning. Parents and community members support the budget, the mission, vision and goals of the district and provide resources that extend the classroom experience.<br>• *Evidence that up to half (50%) of parents, community members and educators are actively involved in ongoing communication to improve student learning.*<br>• *Evidence that a wide range of community resources extends and enriches the classroom experience.*<br>• *Evidence that the district* | **The active involvement of the parents and community members in the education process is recognized, along with programs supported by the district budget, as contributing (in part) to measurable improvement in student learning as assessed by classroom and district data from multiple sources.**<br>• *Evidence of measurable improvement in student learning linked (in part) to the active involvement of parents/ community members.*<br>• *Evidence of measurable improvement in student learning linked (in part) to programs supported by the district budget.* |

| Parent and Community Support<br>External Support – Indicator #8 (*continued*) | | |
|---|---|---|
| **Approach** | **Implementation** | **Results** |
| *process for developing a budget that supports the district mission, vision, and goals.*<br>• *Evidence of community resources that extend and enrich the classroom experience.* | *mission, vision and goals are aligned with educators' efforts to improve student performance.* | |
| **There is a systemic process to encourage the active involvement of and communication between parents and community members and educators. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance. A wide range of community resources extends and enriches the classroom experience and is aligned with efforts to improve student performance.**<br>• *Evidence of a systemic process that encourages the active involvement of parents and community members.*<br>• *Evidence that there is a systemic process at all grade levels and departments to maintain consistent, productive communication with parents.*<br>• *Evidence that the budget development process is aligned with efforts to improve student performance.* | **Most parents and community members are actively involved in ongoing communication with educators to improve student learning. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance.**<br>• *Evidence that up to 75% of parents and community members have the opportunity to become involved in programs that are supported by the Board and are aligned with efforts to improve student performance.*<br>• *Evidence that up to 75% of parents and many community members consistently support the district mission, vision and goals.* | **The active involvement of the parents and community members in the education process is recognized, along with programs supported by the district budget, as contributing (in part) to significant improvement in student learning sustained over time.**<br>• *Evidence that significant improvement in student learning is related (in part) to parent and community support and is sustained over time.* |
| **There is a systemic, district-wide process for the active involvement of and communication among parents, community members and educators. The budget development process is systemic and district-wide, is aligned with the district mission, vision, and goals, and is aligned with efforts to improve student achievement. A wide range of community resources extends and enriches the classroom experience. These processes are periodically reviewed and revised based on current research.**<br>• *Evidence of a systemic, district-wide process for active* | **All parents and community members are afforded opportunities to be actively involved in ongoing communication with educators to improve student learning. Community resources provide enrichment that extends the classroom experience for all students. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance.**<br>• *Evidence that all parents and community members are afforded opportunities to be actively involved in ongoing communication with educators.* | **The active involvement of parents and community members in ongoing two-way communication with educators is linked to significant improvement in student learning sustained over time. There is consistent community support for programs aligned with efforts to improve student performance and based on local and national measures of excellence.**<br>• *Evidence that significant improvement in student performance is benchmarked against local, regional, and national measures of excellence.* |

| Parent and Community Support |||
| :-- | :-- | :-- |
| **External Support – Indicator #8 (*continued*)** |||
| *Approach* | *Implementation* | *Results* |
| *involvement and two-way communication between parents/community members and educators.*<br><br>• *Evidence that the budget development process is systemic, district-wide, and aligned with the district mission, vision and goals of improved student performance.*<br><br>• *Evidence that these processes are periodically reviewed and revised* | • *Evidence that all parents and community members are aware of the district mission, vision and goals and are afforded opportunities to inform and support these goals.* | |