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**NCA CASI, SACS CASI, and NSSE**

**Institution: EdYES! Demo School**

## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand I** - Teaching For Learning » **Standard 1** - Curriculum » **Benchmark A** - Aligned, Reviewed and Monitored  
**Key Characteristic** - **I.1.A.2 Standards Alignment:** The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- Less than half of the local curriculum includes the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate), or course content expectations as appropriate.
- The curriculum is not aligned to the standards/expectations but the school is in the process of aligning the core areas of English Language Arts and Mathematics.

#### Partially Implemented

- More than half of the local curriculum includes the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).
- The curriculum for English Language Arts and Mathematics is aligned to the standards/expectations.
- The alignment of the core areas of Science and Social Studies are in the process of being completed.

#### Implemented

- The local curriculum includes most of the Content Expectations (GLCE, HSCE), Michigan Curriculum Framework (where appropriate), or course content expectations as appropriate.
- The core areas of English Language Arts, Mathematics, Science, and Social Studies are aligned to those standards/expectations.
- Documentation for the Visual, Performing, and Applied Arts is in the process of being aligned.

#### Exemplary

- All local curriculum includes 100% of the Content Expectations (GLCE, HSCE), Michigan Curriculum Framework (where appropriate), or course content expectations as appropriate.
- In addition to the curriculum for every core area being aligned to those standards the Visual, Performing, and Applied Arts has also been completed.
- The school is in the process of aligning the curriculum for all additional areas taught including: Career and Employability Skills, Health and Physical Education, Technology and World Languages.

Possible Data Sources

Curriculum guides

Curriculum maps

Pacing guides

Curriculum committee meeting minutes

Examples of Documentable/Observable Results

Guides reference the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate)

Guides contain scope and sequence

Maps contain specific information regarding what is taught and where it is taught

Guides organized with detailed information useful in daily instructional practice

Minutes reflect discussions regarding alignment



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**Strand I** - Teaching For Learning » **Standard 1** - Curriculum » **Benchmark B** - Communicated

**Key Characteristic** - **I.1.B.1 Staff**: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- The curriculum documents are available to staff.
- Limited time has been made available for staff to discuss the documents beyond their individual classroom.

#### Partially Implemented

- Although opportunities to understand the curriculum exist, they are limited in nature and occur primarily on an individual basis at individual grade level only.

#### Implemented

- Staff members examine and reflect on all curriculum documents.
- A process is in place to share all aligned curriculum documents with all staff, and includes opportunities for questions and clarification within and across grade levels.
- Staff members are involved in frequent meetings that examine their own curricula and dialog about curriculum above and below their assigned grade level.

#### Exemplary

- In order to provide cohesion of curriculum within and across grade levels and content areas, staff has a variety of opportunities to actively explore the curriculum and dialog with colleagues.
- Alignment of the expectations include cross-referenced models so that teachers of all subject areas and grade levels can review the curriculum of the entire school.

### Possible Data Sources

Meeting agendas and minutes

Written curriculum documents

Communication avenues including newsletters, on-line communication, displays

Examples of Documentable/Observable Results

Extent of conversation centered around curriculum

Agendas that promote curricular discussions within and across grade levels

Extent to which the written curriculum cross-references grade levels and content areas

Extent to which the content of the communications includes references and descriptions of curriculum



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**Strand I** - Teaching For Learning » **Standard 1** - Curriculum » **Benchmark B** - Communicated

**Key Characteristic** - **I.1.B.2 Students:** The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- Teachers provide an initial outline of a unit of study but the specific goals and objectives of the unit are not made clear to the students.

#### Partially Implemented

- While all teachers provide students with an initial unit outline, some teachers also preview the goals and objectives of the units of study with students.

#### Implemented

- A process is in place for all teachers to preview the goals and objectives of the units of study with students.
- A system is in place that provides all teachers with a developmentally appropriate way of articulating the curriculum to their students.

#### Exemplary

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

### Possible Data Sources

Course descriptions

On-line communications

Competency profiles and syllabi

Lesson plans

Curriculum documents

Examples of Documentable/Observable Results

Sophistication and clarity of language employed

Accommodations for non-English speakers are used

Ability of students to easily access specific information related to the curriculum or courses being taken

Lesson plans clearly identify goals and objectives

Content expectations written in student friendly language



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**Strand I** - Teaching For Learning » **Standard 2** - Instruction » **Benchmark A** - Planning

**Key Characteristic** - **I.2.A.1 Content Appropriateness:** The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

### Questions to Consider

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

### Rubric Definitions

<b>Getting Started</b>	<b>Partially Implemented</b>	<b>Implemented</b>	<b>Exemplary</b>
<input type="checkbox"/> The content of the textbooks employed by the school drive the curriculum. The school has not attended to the alignment of the material in the text to the scope and sequence of the district.	<input type="checkbox"/> Some staff members have taken the initiative to plan their lessons based upon the curriculum framework/content expectations.  <input type="checkbox"/> Curriculum is being written with attention being paid to articulation within grade levels and content areas.	<input type="checkbox"/> Classroom teachers base their lessons on the district's written curriculum.  <input type="checkbox"/> The school has structures in place for classroom teachers within and across grade levels and content areas to plan appropriate instructional practices for their common curriculum.	<input type="checkbox"/> Classroom instruction is consistent with the curriculum scope and sequence and teachers base their content decisions on a dialog among teachers using data from the examination of student work, student and schoolwide assessments.  <input type="checkbox"/> Standards-aligned, field-tested and published resources are adopted where appropriate.  <input type="checkbox"/> Grade level curriculum and/or course of study/content expectations are aligned and clearly documented.

Possible Data Sources

Curriculum calendars/pacing guides/ lesson plans

Adopted texts and other resources

Meeting agendas and minutes

Written units/instructional plans

Observational protocols

Examples of Documentable/Observable Results

Alignment of instructional activities with scope and sequence

Materials are aligned with standards and field-tested

Written documentation of curriculum planning within and across grade levels

Alignment with grade level & course content & district curriculum

Consistency of use of higher order thinking skills and demonstration of high expectations for student success



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**Strand I** - Teaching For Learning » **Standard 2** - Instruction » **Benchmark A** - Planning

**Key Characteristic** - **I.2.A.2 Developmental Appropriateness:** Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- The delivery of instruction is driven by the need to cover the content of the entire scope and sequence of the grade level or subject. As a result, little time is devoted to considering instructional practice that is developmentally appropriate.

#### Partially Implemented

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

#### Implemented

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

#### Exemplary

- All of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities.
- All teachers in the school are consistent in the use of developmentally appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.

### Possible Data Sources

Instructional plans/lesson plans

Curriculum guides

Observational protocols

Examples of Documentable/Observable Results

Variety of instructional activities and options for individual learners; relevant activities; activities demonstrating recognition of cultural differences; cooperative group instruction

Multiple approaches to instruction; relevant curriculum

Variety of instructional approaches; relevance of activities; cooperative group instruction; engagement of learners



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**Strand I** - Teaching For Learning » **Standard 2** - Instruction » **Benchmark A** - Planning

**Key Characteristic** - **I.2.A.3 Reflection and Refinement:** A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

### Questions to Consider

1. Describe the structure in the school that supports and nurtures a collaborative culture that incorporates a philosophy of continuous improvement.
2. How are planned instructional processes reviewed and refined to meet the needs of all students?
3. How has the review of data informed the school's professional development?

### Rubric Definitions

#### Getting Started

- The bulk of the reflection and refinement that occurs at the school is focused on the improvement of classroom and school procedures and policies.

#### Partially Implemented

- Teams of teachers meet together on a regular basis. Although some discussion focuses on the improvement of instruction, the majority of time is spent either on procedural issues or individual student issues.

#### Implemented

- School improvement is based upon grade level/content area collaborative teams which meet for the purpose of gathering data, analyzing information and making school-wide decisions regarding changes in instructional practices.
- Professional development decisions are based upon input from the collaborative school improvement teams.

#### Exemplary

- The school is organized around interdisciplinary and/or cross-grade level collaborative teams that review the effectiveness of instructional practices.
- A continuous improvement process is in place whereby the interdisciplinary and/or cross-grade level collaborative teams gather data, analyze information, and make decisions to modify instructional practice including lesson plans and units.
- Decisions regarding modification of instruction incorporates input from assessment data, students, parents and knowledgeable colleagues and

research.

- Instructional improvement and the content of professional development is aligned. Support measures have been put in place such as demonstration classrooms, peer coaching and professional study groups.

Possible Data Sources

Agendas, meeting minutes

Committee lists

Current and historical instructional plans

Survey Data

Professional development plan

Examples of Documentable/Observable Results

Record of decisions made, process leading up to the decisions, record of individuals involved in the decisions and data employed to inform the decision

Committee membership and meeting schedules

Changes in plans over time

Reports of decision-making process by stakeholder group

Professional development based upon instructional improvement; professional development structures employed



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**Strand I** - Teaching For Learning » **Standard 2** - Instruction » **Benchmark B** - Delivery

**Key Characteristic - I.2.B.1 Delivered Curriculum:** The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- Current instructional practices are seen to be the best methods to deliver a large amount of content over time. In addition, the school believes that its current modes of instructional practice are best suited to the student population that it serves.

#### Partially Implemented

- The delivered curriculum is designed for the average ability range of the student population.

#### Implemented

- A system is in place that allows for teams of teachers to have a dialog about instructional practices based upon schools' curriculum framework.
- In order to improve student success in meeting the standards/expectations, teachers employ a variety of instructional strategies geared to meet the varied needs of the student population.

#### Exemplary

- A formal process is in place to monitor curriculum delivery in the classroom and occurs in an on-going, scheduled manner. This process provides data that results in modifications to the school's delivered curriculum.
- Teachers agree to employ a variety of common instructional strategies as appropriate in all their lessons designed to meet the varied needs of the student population.
- Evidence exists that the delivered curriculum is based upon essential content and demonstrates that new units of study build

upon information  
taught in prior units.

- The school provides a variety of structures to support those students who require them in order to successfully achieve the district or state standards/expectations.

Possible Data Sources

Meeting agendas and minutes  
Observational protocols  
Curriculum and unit plans  
School schedule/staff list  
Teacher/student artifacts

Examples of Documentable/Observable Results

Discussions and decisions made regarding instructional strategies and curriculum  
Records of instructional practices across the school  
Documentation of connections between units  
Staffing and scheduling demonstrating support for targeted students  
Demonstration of differentiated lessons and assignments



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**Strand I** - Teaching For Learning » **Standard 2** - Instruction » **Benchmark B** - Delivery

**Key Characteristic** - **1.2.B.2 Best Practice:** There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- Instructional practices at the school emphasize the memorization of content and repeated practice of isolated skills. Staff believe that all learners should be exposed to the same strategies regardless of learning style or cultural background.

#### Partially Implemented

- The instructional plan of some staff members are written to take into account the diverse need of their students.
- Individual teachers are exploring best practice and are beginning to implement new strategies in the classroom.

#### Implemented

- Some instructional plans have components built from insights on modern learning research, such as activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge.
- Technology is an important component in the differentiation of instructional practices.

#### Exemplary

- All instructional plans have components built from insights on modern learning research, such as activities that activate prior student understanding, teaching of meta-cognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standard-aligned content knowledge.
- Structured practices are in place for staff to research and implement best practice instructional strategies. Written documentation exists outlining the best practice strategies implemented including the effective use of

technology.

- A system is in place to monitor and evaluate the effectiveness of best practice strategies being employed at the school.
  
- Instructional practices are selected to align to the type of learning target (knowledge, reasoning, skill, performance or disposition) of the benchmark(s) and the matched assessment method(s) selected.

Possible Data Sources

Teacher surveys  
Curriculum maps  
Classroom walk-through journals  
School improvement plan / committee structures  
Minutes/action plans  
Instructional plans

Examples of Documentable/Observable Results

Results describing the impact of best practices on enacted curriculum  
Display of content standards, assessments, instructional strategies and technology support  
Documentation of best practices strategies being implemented  
Systems and structures for professional learning in place  
Description of professional learning community structures being implemented and actions taken  
Incorporation of best practices into written plans



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**Strand I** - Teaching For Learning » **Standard 2** - Instruction » **Benchmark B** - Delivery

**Key Characteristic** - **I.2.B.3 Student Engagement**: School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

### Questions to Consider

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

### Rubric Definitions

<b>Getting Started</b>	<b>Partially Implemented</b>	<b>Implemented</b>	<b>Exemplary</b>
<input type="checkbox"/> Classroom instruction emphasizes primarily memorization and rote learning.	<input type="checkbox"/> Some opportunities are provided for students to apply knowledge in a real world context.	<input type="checkbox"/> Frequent opportunities are provided for students to apply knowledge in a real world context.	<input type="checkbox"/> It is routine practice in all classrooms that students are provided opportunities to apply curricular concepts in a real world context.
<input type="checkbox"/> Few opportunities are provided for students to apply their knowledge in a real world context.	<input type="checkbox"/> Some lessons are taught that emphasize higher order thinking skills.	<input type="checkbox"/> Some cross-curriculum interated units of instruction are taught.	<input type="checkbox"/> Staff members provide students with a variety of cross-curricular, integrated units of instruction.
		<input type="checkbox"/> Many lessons are taught that emphasize higher order thinking skills and some units take into account multiple aptitudes, learning styles and intelligences.	<input type="checkbox"/> Structures are in place to insure that high level thinking skills are emphasized throughout the curriculum and instructional strategies are employed that take into account multiple aptitudes, learning styles and intelligences.
			<input type="checkbox"/> Assessments employed provide students with authentic opportunities to demonstrate their mastery of the

standards/expectations.

Possible Data Sources

Community Surveys

Classroom walk-through journals

Assessments employed

Examples of Documentable/Observable Results

Use of community resources within and outside the class

Extent to which students are engaged in learning across classrooms; teacher use of higher order thinking skills; use of relevant curriculum

Extent to which assessments employ application and demonstration of knowledge and skills



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**Strand I** - Teaching For Learning » **Standard 3** - Assessment » **Benchmark A** - Aligned To Curriculum and Instruction

**Key Characteristic** - **I.3.A.1 Alignment/Content Validity**: Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- Local assessments administered at the school are designed by individuals or teams with no procedures in place to examine their alignment or content validity.

#### Partially Implemented

- Some assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target.
- Individuals within the school examine their assessments for bias.

#### Implemented

- The majority of assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target.
- There is evidence that attention has been paid to the elimination of bias in assessments administered at the school.
- Assessments comply with a majority of the assessment standards/expectations of Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).

#### Exemplary

- All assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target.
- Procedures are in place to assure that all assessments administered at the school have been critically reviewed for bias.
- Assessments comply with the assessment standards/expectations of the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).
- A process is in place for all assessments conducted to assure that the concepts sampled on the

assessment are an accurate reflection of the important concepts covered within the curriculum.

Possible Data Sources

Formative and summative assessments

Committee minutes

Written curriculum

Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate)

Examples of Documentable/Observable Results

Extent of alignment with district curriculum and Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate); extent to which assessment reflects curricular content covered

Description of process used to adopt and analyze assessments

Match between assessment method and learning target

Michigan Curriculum Framework assessment standards aligned with question on locally developed assessments.



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**Strand I** - Teaching For Learning » **Standard 3** - Assessment » **Benchmark A** - Aligned To Curriculum and Instruction  
**Key Characteristic** - **I.3.A.3 Multiple Measures:** The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- The instructional staff relies primarily on standardized assessments and end-of-semester grades to evaluate student learning.

#### Partially Implemented

- The instructional staff evaluates student learning primarily through the use of summative assessments (e.g., MEAP, MI-Access, end of unit test, quarter/semester grades.)
- Most formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).

#### Implemented

- The instructional staff evaluates and monitors student learning through the use of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.)
- Most formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).

#### Exemplary

- All instructional staff consistently evaluate and monitor student learning through the systematic use of multiple types of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.)
- In addition to the use of multiple summative assessments, teachers systematically employ multiple formative assessments (e.g., benchmark assessments, student portfolios, teacher-designed assessments) to target areas requiring individualized instruction for students

and/or small groups.

- All formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).

Possible Data Sources

Teacher and administrator surveys

Formative and summative classroom assessments

School Improvement plan progress report

Examples of Documentable/Observable Results

Description of range and types of assessments employed in the classroom and at the school

Listing of types employed and frequency of use

Description of assessments employed as well as short term and longitudinal data gathered; description of data employed in instructional decision making



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**Strand II - Leadership » Standard 1 - Instructional Leadership » Benchmark A - Educational Program**

**Key Characteristic - II.1.A.1 Knowledge of Curriculum, Instruction and Assessment:** School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.

### Questions to Consider

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

### Rubric Definitions

<b>Getting Started</b>	<b>Partially Implemented</b>	<b>Implemented</b>	<b>Exemplary</b>
<input type="checkbox"/> School leaders focus the majority of their attention on management. They rely on the staff to make the decisions regarding the improvement of teaching and learning.	<input type="checkbox"/> Although they are active participants on school improvement teams, school leaders have limited knowledge of curriculum, instruction, or assessment. They rely primarily on others for expertise.  <input type="checkbox"/> School leaders are working to improve their knowledge of curriculum, instruction, and assessment through participation in professional development.	<input type="checkbox"/> School leaders are frequently consulted in decisions regarding curriculum, instruction, and/or assessment within the school.  <input type="checkbox"/> School leaders demonstrate their knowledge of curriculum, instruction, and assessment by providing other staff with research, material resources, and appropriate professional development activities based upon the school's improvement goals.	<input type="checkbox"/> School leaders are frequently requested as consultants in curriculum, instruction, and/or assessment within and outside of the school.  <input type="checkbox"/> Based upon their expertise of curriculum, instruction, and assessment, school leaders create systems and organizational frameworks that support school improvement efforts.  <input type="checkbox"/> School leaders demonstrate their knowledge of curriculum, instruction, and assessment by modeling best practice strategies in the classroom and through their everyday

activities.

Possible Data Sources

Resumes

Committee minutes

Certification requirements

Examples of Documentable/Observable Results

Workshops attended; participation in study groups; presentations made

School leaders' suggested readings

Coursework, conference & workshop attendance



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## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand II - Leadership » Standard 1 - Instructional Leadership » Benchmark A - Educational Program**

**Key Characteristic - II.1.A.5 Knowledge of Adult Learning:** School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- School leadership provides common learning experiences for all adults within the school with little input from those involved. There are limited opportunities for dialog and no organized structures are in place to assist staff members to practice the learning.

#### Partially Implemented

- School leaders provide a variety of adult learning topics and they provide support for follow-through of the professional development experiences. Application of the concepts covered is dependent on individual initiative.

#### Implemented

- School leaders demonstrate their understanding that adults learn best when given the opportunity to direct their own learning. This is done through the provision of professional development initiatives that are varied and provide the opportunity for incorporation of the content into daily practice.

#### Exemplary

- School leaders have provided a variety of structures from which staff can choose when participating in the school's professional development program.
- School leaders have designed structures to assure the successful transfer of learning into practice including opportunities to receive feedback on teaching strategies, observe exemplary practices and reflect on practice.
- School leaders have instituted professional learning communities throughout the school and have provided common time during the contracted school day for the teams to

meet.

Possible Data Sources

Professional development plans and activities

School schedule

Teacher evaluations

Examples of Documentable/Observable Results

Extent to which plans and activities are staff-driven and based upon adult learning needs; variety of activities and structures provided

Use and structure of non-instructional time

Evidence of transfer of learning into practice and teacher input



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**Institution: EdYES! Demo School**

## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand II - Leadership » Standard 1 - Instructional Leadership » Benchmark A - Educational Program**

**Key Characteristic - II.1.A.7 Focus on Student Results:** School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

### Questions to Consider

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

### Rubric Definitions

- | <b>Getting Started</b>   | <b>Partially Implemented</b>   | <b>Implemented</b>  | <b>Exemplary</b>  |
|--|--|---|---|
| <input type="checkbox"/> Staff members either individually or in small groups are responsible for interpreting and acting on data. | <input type="checkbox"/> School leaders stress the importance of student achievement data to guide school improvement. | <input type="checkbox"/> School leaders provide a data-based decision-making structure to focus on student achievement.<br><br><input type="checkbox"/> School leaders consider data from multiple sources when guiding school improvement. | <input type="checkbox"/> School leaders assure that all decisions regarding changes in curriculum and instruction are based on data.<br><br><input type="checkbox"/> School leaders structure decision-making so the impact on student achievement is the most important determinant of changes in curriculum, instruction, and assessment.<br><br><input type="checkbox"/> School leaders focus the school staff on the interpretation of multiple measures of disaggregated data to drive school improvement. |

Possible Data Sources

Meeting agendas and minutes

School schedule and calendar

Student schedules

Schools annual report

School improvement plan

Examples of Documentable/Observable Results

Use of student data in meetings; extent to which instructional and curricular decisions are data-based

Extent to which schedule and calendar is based upon analysis of data

Flexibility based upon student data-based needs

Examples of a variety and types of data describing student results

Data disaggregated to demonstrate and explain student progress



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## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand II - Leadership » Standard 1 - Instructional Leadership » Benchmark B - Instructional Support**

**Key Characteristic - II.1.B.1 Monitoring:** School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- School leaders regard their role to be primarily one of teacher supervision. They visit the classrooms periodically or as needed.

#### Partially Implemented

- School leaders make structured classroom visits based upon the requirements of the district, the teacher contract, and other visits, as necessary.
- School leaders participate on school committees.

#### Implemented

- School leaders are frequently in the classrooms and hallways, monitoring behavior and instruction, and interacting with the staff and students.
- School leaders are active participants on school committees. In addition, they provide these committees with information on the entire school program, gathered during their monitoring efforts.

#### Exemplary

- School leaders have a constant visible presence throughout the entire school including the hallways and classrooms.
- School leaders have developed and employ in daily practice, a systematic record-keeping system that provides data on their monitoring efforts for the purpose of informing school improvement.
- School leaders provide meaningful and frequent feedback to staff and students, and school committees regarding data gathered from their monitoring efforts.

School leaders model in their own monitoring behavior, the high expectations they have for staff and students.

Possible Data Sources

Administrative classroom observation logs

School policies and procedures

Meeting minutes

Surveys

Examples of Documentable/Observable Results

Records of observations and description of actions taken as a result of observations

Documentation of collection of lesson plans and grade books

Extent to which school leaders initiate and participate in a discussion of student progress and grade reports

Stakeholders' opinions regarding extent to which school leaders hold high expectations for all; extent to which school leaders are reported to provide meaningful and frequent feedback



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## Response to Key Characteristic

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**Strand II - Leadership » Standard 1 - Instructional Leadership » Benchmark B - Instructional Support**

**Key Characteristic - 11.1.B.4 Clear Expectations:** School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

### Questions to Consider

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

### Rubric Definitions

Getting Started	Partially Implemented	Implemented	Exemplary
<input type="checkbox"/> School leaders believe that staff members should be free to teach in the way that best suits them. As a result, they do not provide a clear message regarding teaching and learning.	<input type="checkbox"/> School leaders agree to deliver a common message about teaching and learning in all of their school meetings and community events.  <input type="checkbox"/> School leaders rely on all school events such as open house or student orientation to pass along information regarding school policies and procedures.	<input type="checkbox"/> School leaders extend on the message of high expectations for learning by actively participating with the staff in an on-going school-wide dialog about the instructional goals.  <input type="checkbox"/> School leaders communicate periodically with staff, students, parents and the community so that all school policies and procedures are clearly understood.  <input type="checkbox"/> The majority of students and parents report that school leaders consistently and fairly apply all school rules.	<input type="checkbox"/> School leaders are clear and consistent with the message that all efforts at the school are to focus on student learning and they expect that all instructional decisions made support the goals of the school improvement plan.  <input type="checkbox"/> School leaders communicate frequently, orally and in writing with staff, students, parents, and the community in order to assure that all school policies and procedures are clearly understood.  <input type="checkbox"/> Students and parents report that school leaders consistently and fairly apply all school rules.

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Possible Data Sources

Meeting minutes

Parent communications; other written communications

Mission statement

Survey

Examples of Documentable/Observable Results

Written list of expectations for teaching

Evidence of high expectations for students and staff; clear statement of policies and procedures

Evidence of high expectations

Extent to which school leaders are perceived as consistently and fairly applying school rules



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## Response to Key Characteristic

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**Strand II - Leadership » Standard 2 - Shared Leadership » Benchmark A - School Culture and Climate**

**Key Characteristic - II.2.A.4 Collaborative Inquiry:** A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- There are no structures in place to facilitate a dialog about teaching and learning practices among the staff.
- "Pockets" of interactive small groups do exist within the school but there is little support to extend this dialog to others.

#### Partially Implemented

- Grade-level teachers and/or departments collaborate periodically, although collaborative time is not built into the daily school schedule.
- Some staff members have initiated and participate in inquiry practices such as classroom action research, peer study teams, and peer coaching.

#### Implemented

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

#### Exemplary

- The school is organized into collaborative teams which meet on a daily basis.
- Collaborative practices are focused on the improvement of instruction, analyzing student work, and strategies to improve the achievement of individual students.
- Inquiry practices such as classroom action research, study teams, and peer coaching are a part of the daily routine of school staff.
- Frequent collaboration occurs across grade levels and content

areas.

Possible Data Sources

Meeting agendas/minutes

Grade/departmental curriculum maps

Documentation of inquiry practices including logs and videos

Examples of Documentable/Observable Results

Evidence of collaborative practices

Extent to which maps cut across and connect with other subject areas and grade levels

Demonstration of quality and extent of inquiry practices employed



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## Response to Key Characteristic

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**Strand II - Leadership » Standard 2 - Shared Leadership » Benchmark A - School Culture and Climate**

**Key Characteristic - II.2.A.5 Data-Driven Culture:** All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- Data on school-wide achievement is reviewed and interpreted by a representative committee at the school. Classroom teachers are expected to consider this data in their own instructional decision-making.

#### Partially Implemented

- The school improvement committee bases its action plan primarily on the analysis of state and district assessments. Data summations are distributed to all staff members, but assistance in interpreting it is limited.

#### Implemented

- The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to: plan changes in the instructional program, set curricular priorities directed at assuring that all students meet high standards, achieve the criteria for adequate yearly progress, and analyze the effectiveness of programs over time.

#### Exemplary

- All staff members are involved in collaborative teams that analyze state, district, school and classroom assessment information to: plan instruction, priorities directed at assuring that all students meet high standards, and work toward achievement of the criteria for adequate yearly progress and analyze the effectiveness of programs over time.
- On-going support is provided for all staff members and teams to refine their skills in the use of data to make decisions that affect individual students and school programs.

Possible Data Sources

School improvement and/or state and district reporting data

NCA/School improvement plans

Committee meeting agendas/minutes

Professional development plans

Examples of Documentable/Observable Results

Variety of data accessible to staff; extent to which data is user-friendly; extent to which comparative data over time is available

Extent to which data is used to determine appropriate best practices

Data-based discussions and actions taken as the result of data analysis

Content that focuses on developing skill in the interpretation and use of



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## Response to Key Characteristic

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**Strand II - Leadership » Standard 2 - Shared Leadership » Benchmark A - School Culture and Climate**

**Key Characteristic - 11.2.A.6 Collaborative Decision-Making Process:** Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

### Questions to Consider

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

### Rubric Definitions

Getting Started	Partially Implemented	Implemented	Exemplary
<input type="checkbox"/> Staff members are represented on some school improvement committees. They have been recruited by the administration.	<input type="checkbox"/> There is an effort by the administration to have staff members represented on many of the school improvement committees.	<input type="checkbox"/> School leaders provide a structure in which major decisions affecting curriculum and instruction are made collaboratively.	<input type="checkbox"/> School leaders assure that all major decisions affecting curriculum and instruction are made collaboratively with any staff member impacted by the decision included in the process.
<input type="checkbox"/> Instructional decisions are made by the administration with input from the committee members.	<input type="checkbox"/> Input for decisions about curriculum and instruction is gathered primarily from the instructional staff.	<input type="checkbox"/> School leaders provide opportunities for sharing of collaborative decisions with all staff.	<input type="checkbox"/> Staff members report a clear sense of efficacy in decisions that are made.

### Possible Data Sources

Minutes from School improvement/Title I meetings  
 School communication tools  
 Surveys

Examples of Documentable/Observable Results

Documentation of collaborative decision-making; impact of discussion of instructional decisions

Extent of communication regarding decisions

Staff attitudes toward decision-making process



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## Response to Key Characteristic

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**Strand II - Leadership » Standard 2 - Shared Leadership » Benchmark B - Continuous Improvement**

**Key Characteristic - II.2.B.4 Monitored:** Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- School leaders have the primary responsibility for the monitoring of the school improvement plan strategies and do so without input from the rest of the staff.

#### Partially Implemented

- School leaders and appointed committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan.

#### Implemented

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

#### Exemplary

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

### Possible Data Sources

School Improvement plan and process employed in its development

Lesson plans

Minutes of action teams

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Examples of Documentable/Observable Results

Frequency of review and adjustment of the plan; timelines in place to reflect monitoring of strategies and activities; data that is gathered to measure success toward goals

Demonstration of adjustment of lessons based upon feedback from school improvement plan

Details of monitoring process



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## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand II - Leadership » Standard 3 - Operational and Resource Management » Benchmark A - Resource Allocation**  
**Key Characteristic - II.3.A.4 Time:** Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders develop the weekly schedule with a high priority placed on collaborative team planning time within the school day.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- The school schedule has been designed based upon tradition. Convenience for adults is the primary driving force in the allocation of time at the school level.

#### Partially Implemented

- Staff is aware of the importance of efficient use of time and its impact on student achievement. They are beginning to address the importance of looking at the use of time beyond their own instructional programs.

#### Implemented

- School leaders use data to make decisions on time allocation.
- A high priority is placed upon designating common collaborative team planning time during the school day and every attempt is made to provide this.

#### Exemplary

- School leaders base all of their decisions on the allocation of instructional time on data gathered from the school improvement plan and related research.
- School leaders assure that staff has common collaborative team meeting time built into the weekly schedule. Agendas are written and followed to assure this time is used efficiently.
- Data is gathered on a regular basis on the effectiveness of meetings and activities that involve staff planning time and school leaders make a continuous effort to assure that this time is

spent in an efficient and productive manner.

- Time issues that are barriers to student learning are identified and reduced or eliminated.

Possible Data Sources

School schedule; school calendar

District strategic plan

School improvement plan

Examples of Documentable/Observable Results

Coherence of school schedule and calendar with school improvement plan

Alignment of school schedule and classroom instructional time with district goals

Goals related to time use or time allocation



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## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand III** - Personnel and Professional Learning » **Standard 1** - Personnel Qualifications » **Benchmark B** - Skills, Knowledge and Dispositions

**Key Characteristic - III.1.B.1 Content Knowledge:** Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- Staff are frequently required to teach outside their area of content knowledge.
- Staff do not have discretion in the choice of professional development activities.

#### Partially Implemented

- The majority of teaching staff demonstrate competency in their content area and/or grade level through their individual teaching practices.
- Most staff members update their content knowledge through accessing professional development opportunities.

#### Implemented

- All teaching staff demonstrate competency in their content area and/or grade level through teaching practices and staff collaboration.
- Staff members attend periodic staff development offerings to enhance their content knowledge and frequently apply the new knowledge in classroom practice.

#### Exemplary

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

Possible Data Sources

Professional Development Plan and records

Observational protocols

Teacher resumes

Examples of Documentable/Observable Results

Professional development focusing on content knowledge based on needs assessment of teachers; information made available to teachers for distance learning

Extent to which teachers demonstrate expertise in their content area/grade level; demonstration of knowledge derived from professional development

Description of leadership roles taken with other staff and other districts or local / national professional organizations



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## Response to Key Characteristic

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**Strand III - Personnel and Professional Learning » Standard 2 - Professional Learning » Benchmark A - Collaboration**  
**Key Characteristic - III.2.A.1 Staff Participates in Learning Teams:** Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- The school encourages teachers to meet to discuss professional development experiences, but common time is not built into the school schedule.

#### Partially Implemented

- Teachers from the same department or grade level have the opportunity to meet periodically to collaborate around common professional development experiences.

#### Implemented

- Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education), meet periodically to collaborate around context-embedded professional development.

#### Exemplary

- Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education), meet weekly to collaborate around context-embedded professional development.
- Professional development initiatives are enhanced through constructivist practice including action research, peer study groups, and demonstration classrooms within the school.
- The highest priority of the school is in the

maintenance of consistency in both the time and membership of collaborative teams.

Possible Data Sources

Team meeting agendas and minutes

Professional Development Schedule

Survey

Common Planning Time Schedule

Professional Development Plan

Examples of Documentable/Observable Results

Description of collaborative practices occurring within and across grade levels and content areas

Evidence of regularly-scheduled professional development opportunities

Teacher reports of variety of opportunities for context-embedded professional development; teacher reports of coaching/mentoring opportunities

Documentation of scheduling of planning time for teacher teams

Demonstration of implementation strategies that incorporate collaboration such as coaching/mentoring, action research, or peer study groups



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## Response to Key Characteristic

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**Strand III** - Personnel and Professional Learning » **Standard 2** - Professional Learning » **Benchmark B** - Content and Pedagogy

**Key Characteristic** - **III.2.B.1 Uses Best Practices:** Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

### Questions to Consider

1. List the professional development activities provided that are based on current research and best practices?
2. What process is in place to ensure that district-provided professional development is driven by district standards and student data?

### Rubric Definitions

#### Getting Started

- Professional development initiatives are controlled from the district level with limited input allowed from the individual school site.

#### Partially Implemented

- Professional development initiatives follow from the school improvement plan with limited input from staff members, and there is little connection from one initiative to the next.

#### Implemented

- All professional development activities are based on current research and best practices.
- Professional development is driven by district standards and student data and focuses on both content and pedagogy.

#### Exemplary

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

Possible Data Sources

Meeting agendas and minutes

Observational protocols

Surveys

Examples of Documentable/Observable Results

Documentation of discussions of instructional practices

Demonstration of on-going use of instructional practices discussed during collaborative meeting time

Extent to which staff reports integration of professional development strategies into classroom practice in core content areas



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**Institution: EdYES! Demo School**

## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand III** - Personnel and Professional Learning » **Standard 2** - Professional Learning » **Benchmark B** - Content and Pedagogy

**Key Characteristic** - **III.2.B.3 Induction/Mentoring/Coaching**: To enhance the quality of instruction at the school, each new staff member participates in an extensive induction program prior to the beginning of school. A mentor/coach with common responsibilities is assigned to each new staff member and maintains a mentoring relationship over time.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- New staff meet with the principal prior to the start of school.
- The school is in the process of designing a mentoring program.

#### Partially Implemented

- New staff receive a day-long orientation prior to the start of school.
- New staff are assigned a staff member who will answer any questions the new staff member may have.

#### Implemented

- A structured induction program for all new instructional staff lasts three or more days and occurs prior to the formal teaching experience.
- Each new staff member is assigned a mentor chosen from the experienced teachers at the school. Mentors serve as coaches for new staff for at least a three year period. Mentors provide modeling of instruction and feedback on the mentee's instructional practice.

#### Exemplary

- A structured induction program for all new instructional staff lasts a week or longer, and occurs prior to the formal teaching experience.
- Each new staff member is assigned a job-alike mentor chosen from the experienced teachers at the school.
- A comprehensive professional development program provides on-going training for the mentors in curricular content as well as interpersonal skills.
- The mentors are organized into support networks to enhance

their mentoring skills.

Possible Data Sources

New teacher orientation materials

Survey

Examples of Documentable/Observable Results

Description of induction and mentoring program

Value that new and experienced teachers place on the induction/mentoring program



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**Institution: EdYES! Demo School**

## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand III** - Personnel and Professional Learning » **Standard 2** - Professional Learning » **Benchmark C** - Alignment  
**Key Characteristic** - **III.2.C.1 Aligned:** Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.

### Questions to Consider

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

### Rubric Definitions

- |  |  |  |  |
|--|--|--|--|
| <p><b>Getting Started</b></p> <p><input type="checkbox"/> The majority of the professional development decisions are based upon the needs or desires of teachers or the principal. Little attention is paid to the standards and benchmarks under which the school is supposed to operate.</p> | <p><b>Partially Implemented</b></p> <p><input type="checkbox"/> Although there is an effort to align professional development initiatives to school improvement planning and district initiatives, sometimes the needs of individuals and/or groups of staff members frequently take precedence.</p> | <p><b>Implemented</b></p> <p><input type="checkbox"/> A committee of staff members from across the grade levels and content areas has been formed to assure that professional development is directly linked to the school improvement plan, district initiatives and the Content Expectations (GLCE, HSCE) or Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).</p> | <p><b>Exemplary</b></p> <p><input type="checkbox"/> All professional development experiences are aligned with the Content Expectations (GLCE, HSCE) or Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate), district initiatives and the school improvement plan.</p> |
|--|--|--|--|

### Possible Data Sources

- Records and reports of curriculum committees
- Documentation of professional development initiatives
- School Improvement Plan

### Examples of Documentable/Observable Results

- Documentation of the cycle of curriculum review and discussions of alignment of curriculum with the Content Expectations (GLCE, HSCE) or Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) and the

Grade Level Content Expectations

Description of the extent and types of self-determined professional development that is occurring

Inclusion of professional development initiatives and their relationship to the student achievement goals in the plan



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**Institution: EdYES! Demo School**

## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand III** - Personnel and Professional Learning » **Standard 2** - Professional Learning » **Benchmark C** - Alignment  
**Key Characteristic** - **III.2.C.2 Job-Embedded**: Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

### Questions to Consider

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

### Rubric Definitions

Getting Started	Partially Implemented	Implemented	Exemplary
<input type="checkbox"/> Professional development activities are seen as "events" and tend to be isolated, whole-group training sessions with no systematic follow-up support.	<input type="checkbox"/> Professional development initiatives are focused primarily on the district agenda.  <input type="checkbox"/> Although no formal structures to follow up on professional development are in place, teachers are encouraged to apply their learning and share the outcomes with colleagues.	<input type="checkbox"/> The professional development is tied directly to the enhancement of curriculum and teaching practices.  <input type="checkbox"/> The school encourages teachers and other staff to provide training to their peers in order to provide relevant and meaningful in-house professional development.  <input type="checkbox"/> Professional development initiatives take into account the diversity of staff experience, backgrounds, areas of expertise, and teaching assignments.	<input type="checkbox"/> Integrated, structured and extensive opportunities for staff to pursue professional development are part of the regular school schedule.  <input type="checkbox"/> The school provides relevant, job-embedded professional development such as: coaching (peer and/or expert), facilitated study groups, and action research.  <input type="checkbox"/> The professional development initiatives are widely varied and include opportunities for participation of all adults whether certified or non-certified.

### Possible Data Sources

Professional Development Plans and Descriptions

Professional Development Logs

School Improvement Plan

Examples of Documentable/Observable Results

Description of opportunities experienced by teachers to study new instructional, assessment, or classroom management techniques and strategies in their classrooms and their interaction with peers and other support personnel around these opportunities; professional development delivery options including modeling and demonstration

Description of activities that demonstrate involvement in job-embedded professional development

Description of professional development initiatives and their job-embedded nature



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## Response to Key Characteristic

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**Strand III** - Personnel and Professional Learning » **Standard 2** - Professional Learning » **Benchmark C** - Alignment  
**Key Characteristic** - **III.2.C.3 Results-Driven:** Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

### Questions to Consider

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

### Rubric Definitions

<b>Getting Started</b>	<b>Partially Implemented</b>	<b>Implemented</b>	<b>Exemplary</b>
<input type="checkbox"/> Professional development initiatives are primarily district-driven. Although the professional development activities are formally evaluated, the results of the evaluations have little or no impact on future professional development initiatives.	<input type="checkbox"/> Professional development initiatives are aligned with the school improvement plan.  <input type="checkbox"/> Formal evaluations of the initiatives are conducted upon their completion and the results of these evaluations are considered for future professional development.	<input type="checkbox"/> The professional development evaluation results are used to determine the level of support that is needed, the type of follow-up activities and any future plans.  <input type="checkbox"/> A comprehensive evaluation plan for professional development is in place and includes an assessment of effective implementation, the impact on teacher practice and positive changes in student achievement.	<input type="checkbox"/> The evaluation of the professional development initiatives are ongoing and embedded within the structure of the particular initiative. Individual teachers and teacher teams analyze the results of the initiative based upon changes in teaching practice.  <input type="checkbox"/> A continuous improvement cycle is the foundation of all professional development initiatives. Results are continually analyzed by individual teachers and teacher teams based upon changes in instructional practice and student achievement.

Possible Data Sources

School Improvement Plan

Survey

Professional Development Plan

Examples of Documentable/Observable Results

Role of data analysis in strategies to improve student learning; frequency and comprehensiveness in data-gathering and extent to which data is analyzed to monitor student progress

Reports of the value placed upon and the attitudes toward the relationship between student achievement and professional growth

Role that evaluation plays in analysis of the effectiveness of professional development and its impact on student achievement



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## Response to Key Characteristic

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**Strand IV** - School and Community Relations » **Standard 1** - Parent/Family Involvement » **Benchmark A** - Communication  
**Key Characteristic** - **IV.1.A.2 Diversity:** The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

### Questions to Consider

1. Describe the ethnic diversity of the school population.
2. Describe the training provided teachers and administrators in order to understand the variety of cultural contexts in the community as it relates to conveying a welcoming environment.
3. How are teachers and administrators evaluated on parental involvement?

Rubric Definitions

**Getting Started**

- Any communication that takes into account the diversity of the parents and families is dependent on the initiative of individual staff members.

**Partially Implemented**

- The school makes an effort to communicate with parents and families at traditional school functions, such as parent/teacher conferences and PTO sponsored events.

**Implemented**

- The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with these diverse families.

**Exemplary**

- The school employs a variety of communication strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with these diverse families.
- The school has a plan in place to assess the effectiveness of its communication system with all of its diverse populations. Changes are made to the strategies and techniques in place in response to the results of assessment.

Possible Data Sources

School/district communications/forms  
Staffing  
Meeting schedule  
School calendar

Examples of Documentable/Observable Results

Extent to which writing is direct, avoids jargon and displays sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home  
Availability of bilingual staff and volunteers to communicate with parents during school events; availability of childcare for parent meetings and conferences  
Extent to which meetings are held in a variety of convenient locations and times  
Demonstration of attempts to avoid scheduling conflicts with cultural/religious days of significance



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## Response to Key Characteristic

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**Strand IV - School and Community Relations » Standard 1 - Parent/Family Involvement » Benchmark B - Engagement Key Characteristic - IV.1.B.2 Extended Learning Opportunities:** The school is seen as a "learning organization" and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- Parent/family involvement activities occur at the school on an infrequent basis.

#### Partially Implemented

- Periodic school parent/family involvement activities occur at the school.
- Parents/families receive periodic information about their child's instructional program.
- The primary mode of assistance provided to parents of lower achieving students is through contacts with the classroom teacher.
- An event occurs at least annually focused on providing information to parents/families about their child's curriculum and instructional program.

#### Implemented

- Periodic parent/family involvement activities occur at the school, some of which extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school.
- The school provides some opportunities for parents to learn how to improve their own skills and support their children's learning through classes, seminars, print material, and direct contact with their child's teacher.
- Periodic opportunities are provided to parents/families to learn about their child's

#### Exemplary

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

instructional program.

- Some assistance is provided to parents of lower achieving students to help them provide additional academic support and guidance for their children at home.

instructional program.

- A targeted program is in place to help parents of lower achieving students provide additional academic support and guidance for them at home.
- A comprehensive volunteer training program to support student achievement is in place, organized and lead by parents.

Possible Data Sources

Newsletters; websites; teacher print distributions

School committee participation lists and minutes

Invitations to meetings and programs

Examples of Documentable/Observable Results

Information on extended learning opportunities made available to parents; description of parent nights; opportunities for students to continue their learning at home; website that includes extended learning opportunities

Degree to which parents participate on school committees

Description of meeting locations and types of meetings held



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## Response to Key Characteristic

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**Strand IV** - School and Community Relations » **Standard 1** - Parent/Family Involvement » **Benchmark B** - Engagement  
**Key Characteristic** - **IV.1.B.3 Decision-Making**: The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to assure that the demographics of parents in leadership roles represent the diversity of the school population.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- The basic leadership role of parents is to participate in the parent organization.
- The parent organization serves primarily as a fund-raising organization at the school.

#### Partially Implemented

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

#### Implemented

- Parents are members of school improvement committees and their feedback is solicited and welcomed.
- The school attempts to balance parent membership on committees to reflect the demographics of the student population.
- The parent organization has a designated role in the school that goes beyond the traditional role and includes some initiatives designed to improve student achievement.

#### Exemplary

- The school provides a structure for parents to serve as liaisons and provide feedback to the school from the entire parent community.
- Parents serve in leadership roles on school improvement teams.
- The school makes purposeful efforts to ensure that the demographics of parent leadership reflects the diversity of the school population.
- The parent organization serves many important roles at the school. The organization works as a partner with school

staff to enhance efforts to improve student achievement and overall school success. The membership of the organization is reflective of the student population being served.

Possible Data Sources

- School improvement committee list
- Parent organization committee membership
- School/district curriculum and program committees
- Parent organization activities list

Examples of Documentable/Observable Results

- Inclusion of parents
- Number and diversity of parents involved
- Extent of parent involvement on these committees
- Diversity of roles served by the parent organization in enhancing student achievement



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## Response to Key Characteristic

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**Strand IV - School and Community Relations » Standard 2 - Community Involvement » Benchmark A - Communication**  
**Key Characteristic - IV.2.A.2 Diversity:** In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- Any communication with diverse community organizations is dependent on the initiative of individual staff members.

#### Partially Implemented

- The school's communication to diverse organizations within the community is primarily one-way. Its community relations program provides periodic information on school activities to the community.

#### Implemented

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

#### Exemplary

- The school has a community relations program that takes into account language, culture, economic status, and belief systems.
- The school regularly communicates with the diverse organizations located in the community. This program employs a variety of communication strategies and techniques based upon the diversity of the population. These strategies and techniques facilitate open and direct two-way communication with a variety of diverse community organizations.

activities.

The school's community relations program provides frequent up-to-date information to the community on school activities as well as the accomplishments and the needs of the student population.

The school has a system in place to assess the effectiveness of its communication system with all of its diverse organizations. Changes are made to the strategies and techniques in place in response to the results of assessment.

Possible Data Sources

School and district written communications and forms

Translation services

Staffing at parent events

Meeting flyers

School calendar

Examples of Documentable/Observable Results

Extent to which print material avoids jargon and complex writing and demonstrates sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home

Communication of contact information to appropriate parents

Extent to which bilingual staff and volunteers are available to assist in translation during student enrollment, parent conferences and other parent communication events

Extent to which meetings are held in a variety of sites at a variety of times to facilitate participation of all parents; provision of child care

Avoidance of scheduling conflicts with cultural/religious days of significance



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## Response to Key Characteristic

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**Strand IV** - School and Community Relations » **Standard 2** - Community Involvement » **Benchmark B** - Engagement  
**Key Characteristic** - **IV.2.B.3 Community Agencies:** Community agencies play a key role at the school in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- The school provides mandated supports in health and social services. Any additional support is referred to outside agencies.

#### Partially Implemented

- Student and family access to community agencies is focused on services and treatment, and is available on an as needed basis.
- Community agency support to families and students is focused on services and treatment.

#### Implemented

- The school has established connections with some community agencies to provide services and treatment, as well as prevention and early intervention.

#### Exemplary

- The school has established partnerships with community agencies to supplement comprehensive health and human services to students and families.
- Services provided by community agencies are culturally and linguistically appropriate.

### Possible Data Sources

- School records
- Contracts, agreements
- School schedule, calendar
- Listings, databases

Examples of Documentable/Observable Results

Documentation of referrals and follow-up services provided by a variety of community agencies

Collaboration between school/district and community agencies to provide priority services to high need students; offering of parenting workshops by various agencies

Examples of screenings by the county health department; dental and health services/clinics are available

School social worker maintains a file of community agencies able to provide numerous resources for a variety of family needs



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## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand V** - Data and Information Management » **Standard 1** - Data Management » **Benchmark A** - Data Generation, Identification and Collection

**Key Characteristic - V.1.A.2 Systematic:** There is systematic generation, identification, collection, and storage of relevant data about the operation of the school, including its staff and students.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- The only data that is systematically entered into the data system is that required for various compliance reasons, such as attendance or grades.

#### Partially Implemented

- Some data is gathered and entered into the data system on a regular basis.
- Most regular data entry is done by a few key staff members.
- Other data is entered into the data system when a specific need is identified.

#### Implemented

- The staff in the school know what data needs to be entered into the data system and how to do it, although this is not necessarily documented.
- Most data is entered into the system correctly and in a timely manner, but without regular oversight by staff members who have that responsibility.
- The school is using its data system to support its operations.
- Most of the staff support the data system as appropriate to their role.

#### Exemplary

- Defined/documented processes exist for all data required by the data system.
- Administrative oversight ensures that data processes are implemented in a timely, accurate manner.
- Generating, identifying, collecting, and storing data is a routine part of how the school does business.
- Everyone in the school supports the use of the data system as appropriate to, and defined for, their role.

Possible Data Sources

Survey

Data system documentation

School Improvement plan

Examples of Documentable/Observable Results

Extent of support for the data system; effectiveness and timeliness of data collection processes; how and when data is collected; knowledge of data system

Description of data processes

Description of data to be collected, process for collection and personnel responsible for collection



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## Response to Key Characteristic

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**Strand V** - Data and Information Management » **Standard 1** - Data Management » **Benchmark A** - Data Generation, Identification and Collection

**Key Characteristic - V.1.A.4 Multiple Sources:** The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- The school relies on data from State and national tests (perhaps mandated by the district) and limits the use of comparable data from multiple sources to that provided, if any, by these tests.

#### Partially Implemented

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

#### Implemented

- The school identifies and collects multiple indicators of key data, such as student attainment of standards.
- The school utilizes a variety of data-gathering methods and instruments for its key data.
- Data is collected longitudinally and accurately tied to individual students where appropriate.
- Process and perception data is collected and put in the data system, but not generally from multiple sources or using different

#### Exemplary

- The school intentionally identifies, collects and stores multiple indicators of all data where this is needed for subsequent analysis and decision-making.
- A variety of data collection methods and instruments are employed on a regular basis.
- Data is gathered in a way that will support comparability. All student data is accurately tied to individual students (except where this is not appropriate such as anonymous surveys).
- Data is routinely

methods.

gathered over time to provide accurate longitudinal information.

- There is an active discussion in the school that is moving the data system towards being more complete and useful.

#### Possible Data Sources

Policies and Procedures Handbook

Data documentation

Data arrays and student records

Administrative software

#### Examples of Documentable/Observable Results

Description of processes used to gather data, types of collection methods employed and instruments used

Collection methods and instruments employed

Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards

Type of software used to collect and store data



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## Response to Key Characteristic

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**Strand V** - Data and Information Management » **Standard 1** - Data Management » **Benchmark C** - Data Support  
**Key Characteristic** - **V.1.C.1 Process**: Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

### Questions to Consider

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

### Rubric Definitions

Getting Started	Partially Implemented	Implemented	Exemplary
<input type="checkbox"/> Staff are largely on their own when it comes to processes for using the data system.	<input type="checkbox"/> Some of the staff uses the data system through a set of loosely defined processes that allow them to access the data they need.	<input type="checkbox"/> Most of the staff uses the data system through a set of defined processes that allow them to access the data they need in a way that is useful on a regular basis.	<input type="checkbox"/> All staff in the school are engaged in the routine use of the data system through well-defined processes.
<input type="checkbox"/> There has been some dialog regarding collaborative use of data in the school, but it is not evident as a professional practice.	<input type="checkbox"/> Collaborative use of data is occurring in the school, but is not wide spread.	<input type="checkbox"/> Collaborative use of data is an established process that is widely used in the school.	<input type="checkbox"/> Collaborative use of data is a well-established process that is an integral part of how the school functions.
<input type="checkbox"/> The school lacks internal expertise in data management processes.	<input type="checkbox"/> A few school staff are investigating the possibility of expanding data management processes to meet their needs or assist colleagues or school committees.	<input type="checkbox"/> Some school staff are engaged in expanding data management processes to meet the needs of the school.	<input type="checkbox"/> School staff are actively engaged in creating/expanding data management processes to meet their needs.
<input type="checkbox"/> Training in data management processes has not been provided to the staff, although some individuals may have attended workshops on their own.	<input type="checkbox"/> Little expertise in data management processes exists with the school. The school is dependent on outside help for most process issues.	<input type="checkbox"/> Some expertise in data management processes exists with the school, but the school is dependent on outside (district) help for many process issues.	<input type="checkbox"/> A layered system of support for data management processes exists.  <input type="checkbox"/> School staff receives ongoing training in

<input type="checkbox"/> A little training has been provided on data management processes, but not much.	<input type="checkbox"/> Training has been provided on data management processes and is repeated/updated occasionally.	<p>processes for managing data.</p> <input type="checkbox"/> Expertise exists within the school to support the staff in the use of defined data management processes. <input type="checkbox"/> Expertise exists within the district to support the school data experts and general staff use of the data system.
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Possible Data Sources

Agendas / minutes

Surveys

Examples of Documentable/Observable Results

Extent to which meetings and discussions center around use of data and increasing expertise in its use; professional development initiatives centered around increasing expertise in data use and management

Described expertise in and professional development experienced regarding data management



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## Response to Key Characteristic

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**Strand V** - Data and Information Management » **Standard 2** - Information Management » **Benchmark A** - Analysis and Interpretation

**Key Characteristic - V.2.A.1 Analysis:** Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

### Questions to Consider

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

### Rubric Definitions

Getting Started	Partially Implemented	Implemented	Exemplary
<input type="checkbox"/> Limited data is analyzed to turn it into useful information, primarily to summarize. Some examination may take place. Dialog about the use of data to predict and prevent is not yet evident.	<input type="checkbox"/> Some of the data in the system is analyzed to turn it into useful information, primarily to summarize and examine. There is dialog in the school about the use of data to predict and prevent, but such practice is not yet evident.	<input type="checkbox"/> Somewhere within the school most of the data in the system is regularly analyzed to turn it into useful information that is used to summarize, examine, predict, and prevent.	<input type="checkbox"/> The entire school staff routinely analyzes the data in the system to turn it into useful information that is used to summarize, examine, predict, and prevent.
<input type="checkbox"/> Analysis of data that has direct impact on instruction is limited.	<input type="checkbox"/> Teachers are analyzing some data that has direct impact on their instructional decisions.	<input type="checkbox"/> Teachers routinely analyze the data that has direct impact on their instructional decisions.	<input type="checkbox"/> Instructional decision-making is universally based on the expert use of robust data.
<input type="checkbox"/> The effectiveness of programs and practices is not yet being analyzed based on data in the system.	<input type="checkbox"/> The effectiveness of a few programs and practices is analyzed based on data in the system.	<input type="checkbox"/> The effectiveness of major programs and practices is analyzed based on data in the system.	<input type="checkbox"/> The efficacy of all programs and practices is routinely analyzed based on data in the system.
<input type="checkbox"/> Standard analyses are limited to disaggregation of state and national test	<input type="checkbox"/> A few standard analyses are repeated	<input type="checkbox"/> Major standard analyses are repeated as new data becomes	<input type="checkbox"/> Standard analyses are repeated as new data becomes available.  Non-standard analyses

<p>results by mandated demographics.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Non-standard analyses are not being conducted.</li> <li><input type="checkbox"/> Although some staff members have skills in data analysis, one individual is responsible for data summation and interpretation.</li> <li><input type="checkbox"/> Staff members do not have regular opportunities to analyze data that compares targeted groups over time.</li> </ul>	<p>as new data becomes available.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Only simple, non-standard analyses are conducted as unique questions arise.</li> <li><input type="checkbox"/> Some staff members have the ability to analyze and interpret multiple types of data.</li> </ul>	<p>available.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A few non-standard analyses are conducted as unique questions arise.</li> <li><input type="checkbox"/> The majority of instructional staff are skilled in the analysis and interpretation of multiple types of data.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> are conducted as unique questions arise.</li> <li><input type="checkbox"/> All instructional staff are skilled in the analysis and interpretation of multiple types of data.</li> </ul>
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<p>Possible Data Sources</p> <p>Data reports</p> <p>School Improvement team meetings, staff meeting agendas/minutes</p> <p>Surveys</p> <p>Lesson plans</p>
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<p>Examples of Documentable/Observable Results</p> <p>Description of data sources, types of disaggregation, time periods covered and how the data is arrayed</p> <p>Description of the role of data and data analysis in improvement of student achievement and school processes</p> <p>The role played by data analysis at the school, committee, and individual staff levels</p> <p>Analysis of the role played by data in instructional practices</p>
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## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand V** - Data and Information Management » **Standard 2** - Information Management » **Benchmark A** - Analysis and Interpretation

**Key Characteristic** - **V.2.A.2 Dialog About Meaning**: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- Some staff are curious about the use of data and may be advocating for conversations about its use and meaning.
- The examination of data, and dialog about its meaning, is infrequent and usually within traditional structures, such as all-staff meetings.
- Collaborative conversations about the meaning of the information derived from the analysis of the school's data are rare.
- Most staff lacks the skills and knowledge to engage in meaningful dialog

#### Partially Implemented

- There is an interest among the teaching staff in talking about the meaning of the information derived from an analysis of the school's data.
- Staff is beginning to understand the need for a critical examination of their data; there is still a tendency to draw conclusions without considering alternative interpretations and seeking contrary perspectives.
- The examination of data and dialog about its meaning occur most often in traditional structures such as grade level or

#### Implemented

- There is a high level of acceptance at the school on the importance of data in decision-making.
- Staff willingly participates in dialog about the meaning of the information derived from the analysis of their data, and the entire school staff is regularly involved in this dialog.
- Staff is learning to look at their data skeptically and not jump to conclusions.
- Staff is learning to evaluate their data effectively, making decisions based on the data after

#### Exemplary

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

<p>about data.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It may be uncomfortable to have difficult conversations about the meaning of school data.</li> </ul>	<p>departmental meetings.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Some staff have the skills and knowledge needed to have difficult conversations about the meaning of data, but the ability to facilitate and participate in true dialog is not yet widespread.</li> </ul>	<p>substantive conversation.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All teachers, and many other staff, are engaged in collaborative teams that structure and facilitate the dialog about the meaning of data.</li> <li><input type="checkbox"/> Staff has the basic skills and knowledge needed to engage in difficult dialog about the meaning of data and the school is generally a comfortable place for such dialog.</li> </ul>	<p>structure and facilitate the dialog about the meaning of data.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The dialog about the meaning of data is safe: all staff have and use the personal skills and professional knowledge to engage in difficult conversations about the meaning of their data, especially the efficacy of their programs and practices as they relate to the results being obtained with their students.</li> </ul>
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Possible Data Sources

Agendas/minutes from School Improvement staff and/or grade/course meetings

Agendas/minutes from Parent Advisory Council and/or Parent-Teacher Association, Board of Education meetings

Surveys

Examples of Documentable/Observable Results

Description of dialog around data and data-based decision-making

Description of discussion around data and data-based decision-making

Staff and other stakeholder attitudes regarding data dialogs and data based decision-making



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## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand V** - Data and Information Management » **Standard 2** - Information Management » **Benchmark B** - Applications  
**Key Characteristic** - **V.2.B.1 Dissemination**: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

- Information derived from the analysis and interpretation of the school's data is not widely shared, and is often on a need-to-know basis.
- Information is often not made available prior to, or in conjunction with, decisions that it leads to and/or supports.
- Attempts are made to solicit input on data-based decisions made at the school level.

#### Partially Implemented

- The school is attempting to share internally the information and meaning derived from the analysis and interpretation of its data.
- Information is sometimes shared in advance of decisions, but not always. The information that has led to and/or supports decisions is usually shared within the school along with the decision.

#### Implemented

- The school goes beyond merely making data available to sharing the information internally. Occasionally, the information and meaning derived from the analysis is shared with the broader school community.
- Information is often shared internally, when possible /appropriate, in advance of decision-making.
- Inside the school, information is shared with the appropriate audience through a variety of report formats.
- Limited information is made available to stakeholders who are not authorized users of the data system.

#### Exemplary

- The school goes beyond merely making data available to actively sharing the information and meaning derived from its analysis and interpretation with the broader school community whenever possible/appropriate.
- Information is always shared, when possible/ appropriate, in advance of decision-making.
- Inside the school, information is shared with instructional staff through a variety of report formats and opportunities are provided for teams and individuals to analyze and interpret this information based upon the school's teaching and learning goals.

Information is made available to stakeholders who are not authorized users of the data system through various standard and special report formats and reporting mechanisms as appropriate.

Possible Data Sources

Staff and parent meeting agendas/ minutes

School newsletters

Annual Report

Board of Education Reports

Data reports

Examples of Documentable/Observable Results

Description of processes employed and types of data shared with stakeholders

Description of data reporting process



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## Response to Key Characteristic

Check the checkboxes whose descriptions are applicable to practices in your school and then click on the **Save** button. You can click on the **Cancel** button if you do not wish to save your changes.

**Strand V** - Data and Information Management » **Standard 2** - Information Management » **Benchmark B** - Applications  
**Key Characteristic** - **V.2.B.2 Data-Driven Decision Making:** Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

### Questions to Consider

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

### Rubric Definitions

#### Getting Started

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

#### Partially Implemented

- The use of data to support decision-making is viewed as important in some contexts, but not all.
- The data system is used to support some decisions about many students.
- Most of the staff use the data system at least occasionally, a few use it frequently.
- A sense of common ownership towards the results being obtained in the school is emerging.
- The data system does not yet contain the data needed to monitor and adjust programs and practices, although some of this data is

#### Implemented

- The proper use of data to support decision-making is an important aspect of how the school functions.
- The data system is used to support key decisions about individual students, classroom practices, and school-wide processes and programs.
- All members of the staff make regular use the data system to support their decision processes.
- Staff confers with colleagues regarding key decisions and they share a sense of responsibility for decisions that are made regarding the results being obtained

#### Exemplary

- The school functions using "management by fact" at all levels.
- Outcome, process, perception, and demographic data are routinely used in combination to derive a more complete picture of any situation requiring a decision.
- The school has designed, built, and learned to use a data system that anticipates and supports most of the decisions that need to be made about individual students, classrooms practices, and school-wide processes and programs.
- The data system is in daily use by all members of the staff

<p>being collected occasionally and analyzed in other ways. School improvement efforts are focused directly on impacting student achievement. School practice does not emphasize the gathering of data on instructional practices and school processes.</p> <p><input type="checkbox"/> The data system is not yet fully operational. An implementation plan exists, but continuous improvement of the system is not yet an overt activity.</p>	<p>in the school.</p> <p><input type="checkbox"/> Key programs and processes are monitored and adjusted based on data in the system. Attention is paid to sustaining effective programs/practices and improving/eliminating ineffective ones.</p> <p><input type="checkbox"/> The data system is periodically evaluated, opportunities for improvement noted, and modifications made.</p>	<p>and effectively supports the decisions that are being made.</p> <p><input type="checkbox"/> Decisions are collaborative when possible/appropriate.</p> <p><input type="checkbox"/> The entire staff accepts responsibility for decisions that are made regarding the results being obtained in the school.</p> <p><input type="checkbox"/> All programs and processes are continuously monitored and adjusted based on data in the system. Effective processes/practices are replicated and institutionalized, while ineffective programs are modified or eliminated.</p> <p><input type="checkbox"/> The data system itself is continuously evaluated and improvements are planned/implemented as needed.</p>
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<p>Possible Data Sources</p> <p>Annual Education Report</p> <p>School Improvement plan</p> <p>Intervention and/or differentiation plans</p> <p>Meeting minutes</p> <p>Surveys</p>
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<p>Examples of Documentable/Observable Results</p> <p>Explanation of the role data and the data system plays in school and instructional improvement; use of data in differentiating instruction for individual students</p> <p>Description of the role of data and types of data employed in school / instructional decisions</p> <p>Reports of the role played by data in school-based decisions</p>
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