The Framework, *continued....*

- **Strand III – Personnel and Professional Development**
  - Standard A: **Personnel Qualifications**
    - **1. Requirements**
      - Certification/Requirements
      - NCLB – Highly Qualified

The Framework...

- Standard A: **Personnel Qualifications**
  - **2. Skills, Knowledge, and Dispositions**
    - Content Knowledge and Pedagogy
    - Communication
    - School/Classroom Management
    - Collaboration
    - Student-Centered
    - Instructional Technology

The Framework...

- Standard B: **Professional Development**
  - **1. Content and Pedagogy**
    - Use of Research-based/Best Practices
    - Application to Curriculum Content
    - Instructional Mentoring/Coaching
  - **2. Collaboration**
    - Staff Participates in Learning Teams
    - Collaborative Analysis of Student Work
  - **3. Alignment**
    - Aligned
    - Job-embedded
    - Results-driven

The Framework, *continued....*

- **Strand IV – School and Community Relations**
  - Standard A: **Family Involvement**
    - **1. Communications**
      - Variety of Methods
      - Regard for Diversity *
    - **2. Authentic Engagement in Life of School**
      - Volunteering
      - Extended Learning Opportunities
      - Decision-Making *

The Framework...

- Standard B: **Community Involvement**
  - **1. Communication About/With School**
    - Variety of Methods
    - Regard for Diversity
  - **2. Authentic Engagement**
    - Businesses
    - Educational
    - Community-based
    - Variety of Methods

The Framework, *continued....*

- **Strand V – Data & Knowledge Management**
  - Standard A: **Data Management**
    - **1. Data Identification and Collection**
      - Systematic and Applied
      - Multiple Types
      - Multiple Sources
      - Technical Quality

The Framework...

- Standard A: **Data Management**
  - **1. Analysis**
    - Format Supports Analysis
    - Format Supports Longitudinal Comparisons
  - **2. Accessibility**
    - Retrievable
    - Secure

The Framework...

- Standard B: **Knowledge Management**
  - **1. Reporting**
    - User-friendly
    - Appropriate
  - **2. Interpretation and Application**
    - Meaningful Dialogue
    - Use in Decision-Making

DRAFT EXAMPLE

Calculating Self-Assessment

Strand	# of Standards	# of Benchmarks	# of Criteria	Total Points
Leadership	3	6	30	30
Teaching & Learning	3	6	19	19 + 11 for specific criteria
Personnel & Professional Development	2	5	15	15
School & Community Relations	2	4	11	11 + 2 for specific criteria
Data & Knowledge Management	2	5	12	12
Totals	12	26	87	100

Next Steps: Committee Work

SI Steering Committee

Measurement	*Communications*	*Professional Development*	*Indicators*
Develop tools, data collection instruments, and methods	Develop a marketing plan, common message about the framework, pilot, and where/how to roll it out	Prepare materials and MDE staff to support the pilot & roll-out	Develop rubric, point distribution, collect feedback, revise the SI Framework

Committees' recommended work plan supported by OSI & OEAA.

Next steps: Process (2005)

- Development of rubric, point distribution (Jan–Feb)
- Field Review/Feedback (Feb-March)
- Measurement development (Jan-March)
- Pilot SI Framework/Self-Assessment (April-May '05)
- Development of Self-Assessment Tool (March-July)
- Revise indicators and measures (June)

Next Steps, *continued...*

- State Board approves revisions (July)
- Launch Self-Assessment Tool (Sept)
- Schools self-assess (Oct-Nov)
- Data submitted and analyzed (Nov)
- Board reviews/approves results (Dec)
- Report cards released (Jan '06)

Questions for consideration...

- Other important criteria?
- Weight of each "benchmark" – do each carry the same weight in improving student achievement?
- Threshold – should a school be able to get an "A" on PI's if it has an "F" in achievement?
- Status – should we stay with grades or go to an "accredited/unaccredited" system?
- Data-based evidence – should all evidence be quantifiable? How to measure?
- How to submit self-assessment?

Questions for consideration...

- Transparency of self-assessment – should it be visible on web through link with EdYES!?
- Formula fairness – is the current formula being used to calculate a "grade" from a score rating transparent and aligned?
- Monitoring – who should be involved in auditing self-assessments, during and after?
- Dissemination – what is the best way to let districts/schools/ISD's know that the system has changed?
- Others....

PI Work Group

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MDE-OSI-IWG School Improvement Framework

Strand LEADERSHIP

1.3.06

DRAFT *Do not disseminate beyond Indicator Workgroup*

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

Standard		Benchmark		Criteria			Suggest	Best Data / Evidence				
Ltr	Name/Desc	#	Name/Desc	Ltr	Name	Key Questions	Weight	Existing	Observed	Reported	Surveyed	Narrative
A	**Instructional Leadership** School leaders create and sustain a context for learning that puts students' learning first.	1	**Educational Program** School leaders are knowledgeable about the school's educational programs and act on this knowledge	a	Knowledge of Curriculum, Instruction, and Assessment	*- Are school leaders knowledgeable about curriculum?* *- Are school leaders knowledgeable about instruction?* *- Are school leaders knowledgeable about assessment?*						
				b	Knowledge & Use of Data	*- Are school leaders able to understand and use multiple types and sources of data in support of student learning?*						
				c	Technology	*- Do school leaders ensure that technology supports curriculum, instruction and assessment?*						
				d	Knowledge of Student Development/Learning	*- Do school leaders consider student developmental stages and adolescent learning theory when making decisions?*						
				e	Knowledge of Adult Learning	*- Do school leaders apply adult learning theory?*						
				f	Change Agent	*- Do school leaders understand and act on their role as a catalyst for change?*						
				g	Focus on Student Results	*- Do school leaders focus on student results to inform curriculum, instruction and assessment?*						
		2	**Instructional Support** School leaders set expectations, communicate, monitor, support, and make adjustments to enhance instruction	a	Monitoring	*- Do school leaders monitor programs and practices on a regular basis?*						
				b	Coaching/ Facilitating	*- Do school leaders model, coach, and facilitate best-practices around teaching and learning?*						
				c	Evaluation	*- Do staff evaluations include components critical to effective teaching and learning?*						
				d	Clear Expectations	*- Do leaders clearly communicate expectations?*						
				e	Collaboration / Communication	*- Do school leaders provide opportunities to staff for communicating about teaching and learning?*						

Standard		Benchmark		Criteria			Suggest	Best Data / Evidence				
Ltr	Name/Desc	#	Name/Desc	Ltr	Name	Key Questions	Weight	Existing	Observed	Reported	Surveyed	Narrative
B	**Operational / Resource Management** School leaders organize and manage the school to support teaching and learning	1	**Resource Allocation** School leaders allocate resources in alignment with the vision, mission and educational goals of the school	a	Human Resources	*- Do school leaders deploy and support human resources to maximize student learning?*						
				b	Fiscal	*- Do school leaders align the allocation of monetary resources to support teaching and learning goals?*						
				c	Equipment and Materials	*- Do school leaders align the allocation of equipment and materials to support teaching and learning goals?*						
				d	Time	*- Do school leaders allocate time to support teaching and learning goals?*						
				e	Space	*- Do school leaders allocate space to support teaching and learning goals?*						
		2	**Operational Management** School leaders develop, implement and/or monitor policies and procedures for the operation of the school	a	State and Federal	*- Do school leaders implement state- and federal-level mandates, regulations and rules as they apply to the school?*						
				b	District	*- Do school leaders implement Board policies and district-level procedures as they apply to the school?*						
				c	School	*- Do school leaders design, implement and monitor school-level policies and procedures?* *- Does the school meet all required state and federal regulations and building maintenance standards?*						

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