



COMPREHENSIVE NEEDS ASSESSMENT FRAMEWORK AND PROCESS

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OVERVIEW

Purpose

The South Dakota Comprehensive Needs Assessment will gather accurate and objective information so South Dakota schools and districts can implement manageable action processes. The SEA will use this information to implement strategies of differentiated support that impact student learning.

The Framework

The South Dakota Comprehensive Needs Assessment Framework creates an organizational frame of reference for the scope of the needs assessment. The framework is composed of four key components:

- 1) Effective Leadership
- 2) Curriculum and Instruction
- 3) Talent Development
- 4) Family, School Culture and Climate

Each component is defined and further clarified by the guiding questions and elements. The accompanying data sources and evidence assist schools in conducting a focused inquiry on improvement topics. **See Appendix A.**

The South Dakota Comprehensive Needs Assessment Process

The South Dakota Comprehensive Needs Assessment Process represents a series of recommended practices to operationalize the needs assessment. The process is composed of five phases:

- 1) Plan
- 2) Collect and Organize Data
- 3) Analyze Data
- 4) Prioritize Needs
- 5) Connect to Implementation

The phases are designed to engage school districts and their stakeholders in thoughtful, deliberate and reflective discussions designed to improve leadership, instruction and student learning.

PLAN

LEADERSHIP TEAM IDENTIFICATION

The South Dakota Comprehensive Needs Assessment (SDCNA) leadership team consists of the individuals responsible for completing the needs assessment process. Team members should possess knowledge of the programs and initiatives related to the needs assessment framework, have the capacity (knowledge, skills and availability) to participate throughout needs assessment planning and implementation, and the ability to support engagement of school stakeholders. It is also helpful to include individuals who will be responsible for creating and monitoring the action plan that results from the needs assessment.

Team Role	Description	Name(s)
Team leader(s)	To be determined by principal and facilitator	
Data resource person(s)	Facilitator and designated staff with data expertise. Someone who is good with gathering, aggregating and presenting data.	
Core content expert(s)	Suggested participants: Teacher, literacy or math coach, department chair	
Other area content experts	Suggested applicable participants: SPED, EL, family engagement, CTE, instructional coaches, social worker, district-level directors, etc.	

STAKEHOLDER COMMUNICATION AND PARTICIPATION PLAN

The SDCNA process includes communication with, and engagement of, stakeholders throughout. Members of the leadership team will provide regular updates on the SDCNA process and the resulting School Success Action Plan. Communications such as meeting presentations, websites and print/electronic messages could be shared with stakeholders. During the Connect to Implementation Phase, external stakeholders are invited to join the process. Stakeholders may include the following:

Other district administration/personnel
 Community group
 School support staff
 School board
 Applicable tribal officials

Teacher association
 Parent groups
 Applicable private school officials
 Local media

TIMELINE DEVELOPMENT

Activity	Description	Recommended Timeline <i>(Specific dates and times to be determined by DOE facilitator and district staff.)</i>
Plan		
Status notification	<p>DOE notifies school of Comprehensive Status.</p> <p>DOE sends notification of SDCNA process to the superintendent for local school board acknowledgment.</p>	<p>September</p> <p>Dates:</p>
DOE Launch Meetings	DOE overview of the Comprehensive Status and accompanying SDCNA process. School Success Facilitator assigned.	<p>October</p> <p>Dates:</p>
School Success Facilitator initial contact/meeting	<p>School Success Facilitator overviews SDCNA process overview with principal/designee.</p> <p>Principal/designee and Facilitator develop the leadership team.</p>	<p>No later than late October</p> <p>Dates:</p>
<p>Leadership team meetings</p> <p><i>(This process might require two meetings.)</i></p>	<p>Facilitator conducts an overview of the SDCNA process.</p> <p>Facilitator and team identify roles/responsibilities.</p> <p>Team reviews recommended data sources and establishes a data source list for the district.</p> <p>Team identifies a plan and schedule for gathering identified data.</p> <p>Shared understanding and background is built among team members regarding:</p> <ul style="list-style-type: none"> ➤ CNA terminology ➤ Qualitative and quantitative data ➤ Cognitive vs. affective conflict ➤ The CNA components and “look-fors” 	<p>October-November</p> <p>Dates:</p>
Collect and Organize Data		
Data collection	Facilitator and leadership team collect the data.	<p>October-January</p> <p>Dates:</p>
Data organization	Facilitator compiles and organizes data sources.	<p>October-January</p> <p>Dates:</p>

Analyze Data		
Facilitator and SDCNA team	<p>Facilitator and the leadership team collaboratively analyze the data using the coding process.</p> <p>Facilitator and the leadership team identify the needs based upon the coding process.</p>	<p>January- March</p> <p>Dates:</p>
Prioritize Needs		
Leadership team meetings	<p>Facilitator and team triangulate data to identify and prioritize identified needs.</p> <p>Facilitator and team conduct a root cause analysis of the priority needs to correctly identify the true problems rather than addressing the symptoms.</p>	<p>March-April</p> <p>Dates:</p>
Connect to Implementation		
Leadership team meetings	<p>Facilitator and team draft School Success Action Plan based on the South Dakota Comprehensive Needs Assessment process.</p> <p>The LEA uploads the completed Reporting Template to the DOE Sharepoint site (includes the School Success Action Plan).</p> <p>LEA implementation of the School Success Action Plan takes place over years 2, 3 and 4.</p>	<p>By May 1</p> <p>Dates:</p>
Monitoring and Evaluation		
SDCNA and/or leadership team meetings	The principal/designee and the SDCNA/leadership team implement, monitor and evaluate the School Success Action Plan.	Years 2, 3, 4

COLLECT AND ORGANIZE DATA

In the Collect and Organize Data phase, the school collects data both from existing data sources (such as meeting minutes and assessment results) and from created data sources (such as interviews and observations). Collected data must then be transformed into an understandable format. Data that are counted, displayed and organized by grade level or school, for example, can then be used during the data analysis and interpretive phases.

The South Dakota Department of Education is providing guidance, instruments and templates for the collection of both quantitative and qualitative data.

The South Dakota Department of Education-assigned facilitator(s) will collect appropriate quantitative data from SD-STARS and other state-level data sources for identified comprehensive schools.

COMPONENT DATA

The Component Data Table below identifies the recommended data that need to be collected based on the four components. Data sources that are not available should be marked as such. The Component Data Table is available as a Word document in the South Dakota Comprehensive Needs Assessment Toolkit.

DATA SOURCES BY COMPONENT		
Component	Existing Data Sources	Created Data Sources
Effective Leadership	<input type="checkbox"/> Leadership team meeting agendas and minutes <input type="checkbox"/> Other agendas/minutes and documents <input type="checkbox"/> Operational resources: budgets, staffing, time management <input type="checkbox"/> Agendas of in-service/professional days <input type="checkbox"/> Behavior/discipline procedure documents <input type="checkbox"/> Supervision plans <input type="checkbox"/> Safety/emergency plans	<input type="checkbox"/> Principal interview <input type="checkbox"/> Teacher survey <input type="checkbox"/> Non-certified staff survey <input type="checkbox"/> Teacher focus group discussion <input type="checkbox"/> Parent/family survey <input type="checkbox"/> Student survey
Curriculum and Instruction	<input type="checkbox"/> Lesson plans <input type="checkbox"/> PD plan/agendas/schedule <input type="checkbox"/> Curriculum documents, pacing guides, curriculum review guides and other comparable documents	<input type="checkbox"/> Teacher survey <input type="checkbox"/> Student survey <input type="checkbox"/> Teacher observation
Talent Development	<input type="checkbox"/> Professional development plan <input type="checkbox"/> Professional development plan meeting agendas	<input type="checkbox"/> Principal interview <input type="checkbox"/> Teacher survey <input type="checkbox"/> Non-certified staff survey
Family, School Culture and Climate	<input type="checkbox"/> School/family communications <input type="checkbox"/> Community partnership data sources <input type="checkbox"/> Professional development plan and schedule <input type="checkbox"/> Professional development plan meeting agendas <input type="checkbox"/> Discipline data <input type="checkbox"/> Behavior/displine procedure documents <input type="checkbox"/> Translated communications	<input type="checkbox"/> Teacher survey <input type="checkbox"/> Non-certified staff survey <input type="checkbox"/> Student survey <input type="checkbox"/> Parent/family survey <input type="checkbox"/> Student observations <input type="checkbox"/> Physical Environment Checklist

CROSSOVER DATA

The Crossover Data Table identifies data sources that will be used in more than one component. This table helps the team to avoid duplication by identifying data sources and the multiple components using that data source. The Crossover Data Table is available as a Word document in the SDCNA Toolkit.

CROSSOVER DATA		
<input type="checkbox"/> Principal interview	Effective Leadership Talent Development	
<input type="checkbox"/> Non-certified staff survey	Effective Leadership Talent Development	Family, School Culture and Climate
<input type="checkbox"/> Teacher survey	Effective Leadership Curriculum and Instruction	Talent Development Family, School Culture and Climate
<input type="checkbox"/> Parent/family survey	Effective Leadership Family, School Culture and Climate	
<input type="checkbox"/> Student survey	Effective Leadership Curriculum and Instruction	Family, School Culture and Climate
<input type="checkbox"/> Other agendas/minutes and documents (in-service, PD days, PD plan, PD schedule)	Effective Leadership Curriculum and Instruction	Talent Development Family, School Culture and Climate
<input type="checkbox"/> Behavior/discipline procedure documents, behavior discipline data	Effective Leadership Family, School Culture and Climate	

DATA SOURCE CHECKLIST

The Data Source Checklist will assist the leadership team in determining who will be responsible for collecting the data and the appropriate sample size recommendation. Sample size recommendations will vary from school to school, depending upon the size of the school. The SDCNA Toolkit provides guidance on appropriate sample size, sample selection and a Data Source Checklist as a Word document.

DATA SOURCE CHECKLIST				
Data source	Availability	Who will collect the data	Component correlation	Sample size recommendation
	Yes___ No___			
	Yes___ No___			
	Yes___ No___			
	Yes___ No___			

ANALYZE DATA

As data are organized and presented in digestible formats, it becomes easier to look for trends across time and data sources. The triangulation of multiple data points from different sources, voices or forms of data creates meaning from the data and makes it possible to determine important themes across sources. Stakeholders who are represented in the data and responsible for carrying out the results of the SDCNA look at the relevant and available data and help translate the data into information that can be used.

Priorities from the SDCNA must be supported by triangulation where possible. Triangulation is achieved when multiple data sources are used to cross-verify and validate information. For example, an issue related to implementing behavior interventions and supports could be found by identifying the school’s plans related to positive behavior supports, reviewing suspension and referral data, and examining results of student surveys and teacher interviews that include questions about implementation of positive behavior supports.

The following steps outline the recommended process for organizing and analyzing the data. The referenced templates and examples are available in the SDCNA Toolkit as Word documents.

- 1. **Review of Current Schoolwide Plan, LEA Plan or School Success Action Plan:** In reviewing these plans, identify the established priorities, goals or objectives.

Established Priorities, Goals or Objectives	
Source	Priorities, goals and/or objectives

2. **Qualitative Data Summary:** Using the elements and “look fors” for each guiding question, examine the data and determine the absence or presence of the “look fors.” Write a factual statement that summarizes your observations. Indicate the evidence that supports your summary description. Leadership teams will need to complete a template for each of the guiding questions. This process organizes and begins the analysis of data sources by component and guiding question. A complete template for each guiding question as well as two fully developed samples are available as Word documents in the SDCNA Toolkit.

QUALITATIVE DATA SUMMARY TEMPLATE		
Component:		
Guiding Question:		
Data source	Summary description	Evidence

3. **Quantitative Data Summary:** As you examine the quantitative data from SD-STARS and other applicable data, record (a) the facts and (b) the possible implications and connections with the four components. A complete template is available as a Word document in the SDCNA Toolkit.

	Effective Leadership	Curriculum and Instruction	Talent Development	Family, School Culture and Climate
Quantitative data				
The facts: What do you see in the data?	How might the presence or absence of the elements impact the facts/results?	How might the presence or absence of the elements impact the facts/results?	How might the presence or absence of the elements impact the facts/results?	How might the presence or absence of the elements impact the facts/results?

4. **Coding the Data:** Coding is an analytical process in which data, in both quantitative form (such as survey results, assessment results) or qualitative (such as focus group discussions) is categorized to facilitate analysis. As you read through the data that you have summarized on both the Qualitative and Quantitative Data Summary Templates, certain words, phrases, patterns, ways of thinking and events repeat and stand out. Based on the four components, a preliminary list of possible coding categories is developed. The list includes terms and phrases used to sort and analyze the data that represent the patterns that stand out. It is possible that a school-level team may assign other coding categories as necessary. A guide (Data Analysis for the Comprehensive Needs Assessment Process) with examples is available in the SDCNA Toolkit.

5. **Identify the Needs:** Based upon the results of the coding process, you can now begin to identify needs that emerge from each component and needs that appear in more than one component. The Emerging Needs By Component Chart is available in the SDCNA Toolkit as a Word document.

Emerging Needs By Component	
Effective Leadership	
Curriculum and Instruction	
Talent Development	
Family, School Culture and Climate	

PRIORITIZE NEEDS

Collecting and organizing data into useable information is key to determining priorities, but useable information in and of itself is not enough to create meaningful long-term change. The ability to have a meaningful impact requires a manageable set of priorities upon which to focus efforts. The following chart utilizes guiding questions and a Likert Scale process as a first step in prioritizing needs. The School Success Facilitator and the leadership team might opt to utilize a different prioritizing strategy.

The Facilitator and the leadership team will facilitate the prioritization process. Guiding

Questions:

1. Do the data show an existing trend of improvement or decline? If so, how does that trend impact the level of prioritization?
2. Does the need appear in more than one component?

Prioritizing Needs	Low Priority (2)	Moderate Priority (3)	High Priority (4)	Essential Priority (5)
Need:				
Need:				
Need:				
Need:				
Need:				

ROOT CAUSE ANALYSIS

Once the leadership team has identified and prioritized the needs, the needs are then further analyzed for root causes. Root Cause Analysis (RCA) is a method of problem solving designed to uncover the deepest root and most basic reasons for identified concerns. RCA helps schools to correctly identify the true needs rather than addressing symptoms. The most challenging aspect of RCA is the ability of the staff and administration to be open and honest in a collaborative environment. This climate will foster true examination of causes, which may be uncomfortable, including issues of school climate, organization and instructional quality. This is an important step in reaching the root of the problem impacting student achievement and the achievement gap between subgroups.

The leadership team will need to decide how many of the prioritized needs should go through the RCA process. In some cases, the analysis process results in identifying a root cause that goes beyond the circle of control of the school. South Dakota DOE-assigned facilitators will work with districts on the process of Root Cause Analysis. Documents to guide the RCA process are in the SDCNA Toolkit. Districts will be asked to complete the following Root Cause Analysis Summary for those prioritized needs that become actionable goals.

ROOT CAUSE ANALYSIS SUMMARY
Identified need:
Identified need:
Identified need:

CONNECT TO IMPLEMENTATION

The final phase of the SDCNA process takes the results of the needs assessment and turns those results into something that is actionable and/or incorporated into an improvement or action plan. Connecting to implementation is critical to realizing changes as a result of the SDCNA process. Example plans are available in the SDCNAToolkit.

SCHOOL SUCCESS ACTION PLAN

Purpose: To create an action plan that supports both improvement and implementation.

Directions:

1. Using this form as a template, the school's leadership team will develop an action plan for identified priorities through the SDCNA process.
2. Each action plan must include a Theory of Action, Milestones, actions or tasks, a timeline, a participation plan, resources, and data points.
3. The leadership team will distribute copies of each action plan to the appropriate stakeholders.
4. The leadership team will keep copies handy to bring to meetings to review and update regularly. Over time the school may decide to develop new work plans for new phases of the reform effort.
5. The school will provide the South Dakota Department of Education an annual revised School Success Action Plan in implementation years. The revised plan should reflect progress toward goal attainment and any necessary revisions to the plan.

School Success Action Plan

School:

Date:

Theory of Action (If, Then, And Statement) Expresses the focus/direction: What potential implementation challenges need to be addressed?			
Action Plan What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?	Timeline When will the actions/ tasks occur?	Participation and Commitments Who is involved and what role do they play? Consider Principals, Leadership Team Members, All Staff Members	Indicate completion of actions/tasks
Action 1: Resources Required:			
Action 2: Resources Required:			
Action 3: Resources Required:			

Expected Milestone/Outcome

What do you anticipate accomplishing by the end of the year?

Evidence of Progress

What data will be collected and analyzed to inform you of your progress?

End of the Year Milestone Attainment Progress:

Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?

Principal Signature

Superintendent Signature

Facilitator Signature (CSI school only)

APPENDIX 1: COMPONENTS

(Guiding questions, elements, data sources and evidence)

EFFECTIVE LEADERSHIP	
<p>Framework Component: Effective Leadership</p> <p>Definition: Educational leadership is the set of skills and actions used to promote and ensure 1) student success, 2) teacher effectiveness, and 3) management of operations and resources.</p> <p>Guiding Question #1: How does the principal engage with teachers, research and data to promote a school culture and instructional program that fosters student learning and staff professional growth?</p>	
<p>Elements (define, clarify and establish the parameters of the guiding question):</p> <ol style="list-style-type: none"> 1. Working collaboratively with a leadership team, the principal continuously engages in a process of developing, sharing and implementing a School Success Action Plan. 2. The principal establishes clear priorities and continually keeps attention on the established priorities. 3. The principal is directly involved in the design and implementation of curriculum, instruction and assessment practices. 4. The principal supports and leads staff in acquiring and implementing research-based instructional strategies. 5. The principal ensures the School Success Action Plan is implemented with fidelity and monitors implementation of professional learning. 6. The principal regularly collects, analyzes and uses data about the school's improvement progress. 	
Data Sources: <i>What data types best align with the elements?</i>	Evidence: <i>What will indicate the presence or absence of the elements; what are the "look fors"?</i>
Principal interview	<p>The principal can articulate the following:</p> <ul style="list-style-type: none"> • Current goals for continuous improvement and how goals were established (Q1) • Process used to determine what supports teachers will need to implement the established goals and priorities (Q2) • How he/she ensures implementation of strategies to support continuous improvement (Q3) • The measurable data used to evaluate continuous improvement goals (i.e. participating in team meetings, conducting classroom observations, providing coaching and feedback to teachers) (Q4) • Ways in which he/she is directly involved in designing and implementing curriculum, instruction, and assessment practices (Q6) • Ways in which he/she has supported and guided staff to acquire and implement research-based instructional strategies (Q7) • The process for using data to inform instructional decisions and guide instruction (Q8)

<p>Leadership team meeting agendas & minutes</p> <p>Other agendas/minutes and documents (i.e. staff meeting agenda/minutes, school board agenda/minutes, professional development agendas), parent letter/newsletter</p>	<p>Agendas and minutes from leadership team meetings indicate the following:</p> <ul style="list-style-type: none"> • Regular and ongoing team sessions • The collaborative development of a School Success Action Plan • The use of data to analyze progress and to further implementation of the School Success Action Plan <p>Other agendas/minutes/documents indicate the following:</p> <ul style="list-style-type: none"> • The sharing of the School Success Action Plan with stakeholders (all staff, school board, parents) • The principal's support and guidance for staff to acquire and implement research-based instructional strategies
<p>Teacher survey (Open-ended)</p> <p>Teacher survey (Likert)</p>	<p>Teachers can identify the school priorities and indicate the priorities are addressed on an ongoing basis. (Q1)</p> <p>Results indicate:</p> <ul style="list-style-type: none"> • Principal addresses school goals (Q2) • Principal is directly involved in curriculum, instruction, and assessment (Q7) • Indicate teachers consistently implement procedures as they pertain to behavior expectations (Q25) • Behavior procedures most consistently implemented (Q33) • Behavior procedures least consistently implemented (Q34) • Percentage of teachers who indicated principal observed their teaching (Q8) • Percentage of teachers who indicated principal has given verbal/written feedback (Q9)

Teacher focus group discussion	<p>Teachers are able to articulate the following:</p> <ul style="list-style-type: none"> • Goals, priorities, or focus of this school year (Q1) • How the goals, priorities, or focus was established (Q2) • What data are being collected to show goal progress (Q4) • How the principal holds teachers accountable to the implementation of school’s priorities (Q5) • The role the principal plays in design and implementation of curriculum, instruction and assessment (Q6) • The teacher evaluation process used at their school (Q13)
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Framework Component: Effective Leadership
Definition: Educational leadership is the set of skills and actions used to promote and ensure 1) student success, 2) teacher effectiveness and 3) management of operations and resources.
Guiding Question #2: How does the principal efficiently and productively manage school operations and resources?

- Elements** (define, clarify and establish the parameters of the guiding question):
1. The principal leverages knowledge of the budgeting process and funding sources and maximizes human, financial and time resources to achieve strategic priorities.
 2. The principal develops the capacity of staff to serve as leaders within the school.
 3. Using data, the leader monitors and resolves operational matters (i.e. expenditures, transportation, food service, facilities maintenance, discipline) that may inhibit school effectiveness.
 4. The principal fosters a safe and orderly learning environment.

<p>Data Sources: <i>What data types best align with the elements?</i></p>	<p>Evidence: <i>What will indicate the presence or absence of the elements; what are the “look fors”?</i></p>
<p>Operational resources:</p> <ul style="list-style-type: none"> • Budgets • Staffing • Time management (record of missed instructional time for various reasons) 	<p>Resources, including budget, staff and time allocation, are aligned with the school’s priorities (School Improvement, Schoolwide and/or Strategic Plan, etc.)</p>

Principal interview	<p>The principal can articulate the following:</p> <ul style="list-style-type: none"> • How he/she advocates for resources to support the school's goals (Q5) • How the loss of instructional time is minimized through a variety of strategies (Q10) • How matters regarding school operations (such as expenditures, transportation, food service, facilities maintenance, discipline) have been identified and resolved (Q11) • How all staff consistently implement student behavior policies and procedures (Q12)
Agendas of in-service/professional development days	In-service/professional development days are devoted to the achievement of the identified priorities.
Teacher focus group discussion	<p>Teachers articulate:</p> <ul style="list-style-type: none"> • Examples of opportunities for staff members to exercise leadership and ways the principal builds their capacity to do so (Q7) • How the loss of instructional time is minimized through a variety of strategies (Q8) • How the principal has established clear and consistent expectations, routines and procedures that promote safety (Q9) • How the principal routinely supervises implementation of expectations, routines and procedures that promote safety (Q10) • How goals, priorities, and focus were communicated to staff (Q3) • How student behavior expectations were communicated to staff (Q11) • The school processes for making a referral (Q12)

<p>Supervision plans, safety/emergency procedures, behavior/discipline procedure documents</p> <p>Non-certified staff surveys</p> <p>Parent, elementary student, and secondary student surveys</p>	<p>The principal establishes, communicates and routinely supervises the implementation of clear and consistent expectations, routines and procedures that promote safety. (ESQ1, SSQ1, PQ1 & 2, NCQ1)</p>
<p>Teacher survey (Likert)</p>	<p>Results indicate:</p> <ul style="list-style-type: none"> • School policies/procedures are reviewed as a staff (Q26) • Teachers know procedure for special education referral (Q27) • Teachers know procedure for counseling or mental health referral (Q28) • Teachers know procedure for academic parent contacts (Q29) • Teachers know procedure for behavior or other non-academic parent contacts (Q30) • Principal communicates clear and consistent expectations for safety policies/procedures (Q31) • Principal supervises implementation of safety policies/procedures (Q32)

CURRICULUM AND INSTRUCTION

Framework Component: Curriculum and Instruction

Definition: Curriculum, the academic content taught, refers to the knowledge and skills that shape teaching, learning and assessment. Instruction, the purposeful direction of the learning process, refers to the practices and strategies teachers use to impact student learning.

Guiding Question #1: How do teachers design instruction?

Elements (define, clarify and establish the parameters of the guiding question):

1. Teachers utilize an intentional process to align lessons to standards, determine learning targets and success criteria, and use a research-based lesson design framework (such as launch, explore, summary or mini-lesson, worktime, debrief).
2. Teachers utilize an intentional process to determine appropriate instructional strategies and assessment approaches that engage students in learning, show evidence of student learning and determine next instructional steps.

Data Sources:

What data types best align with the elements?

Evidence:

What will indicate the presence or absence of the elements; what are the “look fors”?

Teacher survey
(Likert)

Teachers indicate the degree to which they do the following:

- Align lessons to the standards (Q10)
- Determine daily learning targets (Q11)
- Establish success criteria for the learning target (Q12)
- Intentionally use research-based instructional strategies that impact student learning (Q13)
- Anticipate and plan for students’ misconceptions or struggles (Q14)
- Use formative assessments to know if students master the intended learning (Q15)
- Use assessment results to determine next instructional steps (Q16)

Teacher survey
(Open-ended)

Teachers describe their process for designing daily lesson plans (Q18)

Lesson plans	Lesson plans indicate the following: <ul style="list-style-type: none"> • Learning targets • Criteria for success • Instructional strategies • Formative assessments
Professional development plan/agendas	Agenda/PD plan includes evidence of a focus on instruction and/or instructional design.

<p>Framework Component: Curriculum and Instruction</p> <p>Definition: Curriculum, the academic content taught, refers to the knowledge and skills that shape teaching, learning and assessment. Instruction, the purposeful direction of the learning process, refers to the practices and strategies teachers use to impact student learning.</p> <p>Guiding Question #2: What research-based instructional practices do teachers utilize to positively impact student learning?</p>	
<p>Elements (define, clarify and establish the parameters of the guiding question):</p> <ol style="list-style-type: none"> 1. Teachers establish and communicate clear learning targets/objectives and success criteria aligned to curriculum standards. 2. Teachers demonstrate a repertoire of research-based instructional strategies that positively impact student learning. 	
<p>Data Sources: <i>What data types best align with the elements?</i></p>	<p>Evidence: <i>What will indicate the presence or absence of the elements; what are the “look fors”?</i></p>
Lesson plans	<p>Learning targets/objectives in lesson plans address what students know or are able to do.</p> <p>Teachers’ lesson plans specify research-based instructional strategies.</p>
Teacher observation	<p>Teachers do the following:</p> <ul style="list-style-type: none"> • Establish and communicate a clear learning target • Use an appropriate instructional strategy • Formatively assess for progress on the learning target throughout the lesson • Use high levels of critical thinking in instruction and assessment practices • Manage student behavior • Establish a culture for learning

Student observations	Students were generating questions and investigating solutions to challenges, issues, and/or problems.
Teacher survey (Open-ended)	Teachers describe effective instructional practices used in their classroom (i.e. providing feedback, cooperative learning, advanced organizers, etc.). (Q19)
Elementary and secondary student survey	<p>Students indicate the following:</p> <ul style="list-style-type: none"> • Understanding of classroom learning targets (ESQ2, SSQ3) • Understanding the success criteria (ESQ3, SSQ4) • Engagement and ownership of their learning (ESQ4 & 8, SSQ2) • Their learning is relevant (SSQ5)

Framework Component: Curriculum and Instruction

Definition: Curriculum, the academic content taught, refers to the knowledge and skills that shape teaching, learning and assessment. Instruction, the purposeful direction of the learning process, refers to the practices and strategies teachers use to impact student learning.

Guiding Question #3: What systems and processes are in place for creating, implementing and monitoring curriculum at the school level so it is aligned across subjects and grade levels?

Elements (define, clarify and establish the parameters of the guiding question):

1. The school uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.
2. Schools utilize a learning progression for students that minimizes learning gaps and overlaps.

Data Sources:

What data types best align with the elements?

Evidence:

What will indicate the presence or absence of the elements; what are the “look fors”?

Curriculum documents (curriculum guides, pacing guides, curriculum review guides)

The curriculum process is aligned to state standards and is both horizontally and vertically aligned.

Teacher survey
(Likert and open-ended)

Teachers can describe the process used to align the curriculum both vertically and horizontally. (Q20)

Instructional materials and resources are consistent horizontally and vertically. (Q17)

TALENT DEVELOPMENT

Framework Component: Talent Development

Definition: Talent development enhances and supports building the capacity of the entire school staff to impact student outcomes. The entire school staff is defined as anyone who is employed by the school from teaching staff to custodians to paraprofessionals.

Guiding Question #1: How does the school ensure development of effective professional learning for the entire school staff?

Elements (define, clarify and establish the parameters of the guiding question):

1. There is a collaborative process of developing professional learning that advances the talents of staff. This process uses a variety of data and is aligned with school improvement goals.
2. Multiple designs/structures support the learning needs of staff (e.g. curriculum development, study groups, coursework, classroom observations, individual growth plans, lesson study, analysis of student work, action research, conferences, trainings, peer mentoring, coaching and new teacher sessions).
3. The process of developing professional learning results in a plan that specifies key components, including the data on which the plan is based, the focus/direction, action steps, a timeline, staff members' roles and responsibilities, and plan evaluation.

Data Sources:

What data types best align with the elements?

Evidence:

What will indicate the presence or absence of the elements; what are the "look fors"?

Teacher survey
(Likert)

Teachers indicate the degree to which the principal does the following:

- Aligns professional development with school goals, priorities, and focus (Q3)

Non-certified staff survey
(Likert)

Non-certified staff have received training specific to their duties in the school or the district (in-district and/or out-of-district training). (Q2)

Non-certified staff are required to attend district-level training related to the school culture, climate and safety of the school (i.e. suicide prevention training, discrimination-harassment, safety plans, etc.) (Q3)

Professional development plan

The professional development plan indicates the following:

- The data on which the plan is based
- A clear focus/direction
- The action steps for implementing the plan
- A timeline for implementing the plan
- Roles and responsibilities for implementing the plan
- How the plan will be evaluated

Framework Component: Talent Development

Definition: Talent development enhances and supports building the capacity of the entire school staff to impact student outcomes. The entire school staff is defined as anyone who is employed by the school, from teaching staff to custodians to paraprofessionals.

Guiding Question #2: How does the school ensure implementation of effective professional learning for the entire school staff?

Elements (define, clarify and establish the parameters of the guiding question):

1. There is ongoing time and support devoted to the implementation of the professional learning priorities.
2. There is monitoring of implementation of the professional development beyond the training.
3. Staff members are knowledgeable of performance expectations and how monitoring will occur regarding the implementation of the professional development.
4. There is ongoing evaluation of the impact of professional learning on staff practices and increases in student learning.
5. Resources (materials, tools, stipends, time, facilitators, technology) are allocated to support and sustain effective professional learning.

Data Sources:

What data types best align with the elements?

Evidence:

What will indicate the presence or absence of the elements; what are the “look fors”?

Principal interview

The principal can describe how he/she ensures teachers are implementing what was learned as a result of professional development (Q9)

Teacher survey
(Likert)

Teachers indicate the degree to which the principal does the following:

- Defines staff performance expectations regarding implementation of professional development plan (Q4)
- Holds staff accountable regarding implementation of professional development plan (Q5)
- Evaluates the impact of professional development on student achievement/learning (Q6)

<p>Non-certified staff survey (Likert)</p>	<p>Non-certified staff understand what is expected of them regarding implementation of training they have received. (Q4)</p> <p>Principal support enhances professional growth through the evaluation process, coaching and feedback, and collaborative dialogue. (Q5)</p> <p>Resources are available to support the achievement of identified professional learning opportunities. (Q6)</p>
<p>Professional development plan meeting agendas</p>	<p>Agendas are aligned with the identified professional learning priorities and/or match the professional development plan.</p>

FAMILY, SCHOOL CULTURE AND CLIMATE

Framework Component: Family, School Culture and Climate

Definition: A student-centered learning environment is characterized by a school climate and culture that supports school improvement, student achievement, and positive social, emotional, and character development. Families and the community make key contributions to student success, especially when schools work to build meaningful and respectful partnerships.

Guiding Question #1: How does the school system prioritize and sustain a student-centered culture and climate of learning and growth?

Elements (define, clarify and establish the parameters of the guiding question):

1. The school system establishes and sustains an environment conducive for learning and provides educational opportunities in a respectful environment where all students feel valued, safe and comfortable.
2. Expectations, resources and conditions are present that allow for all staff to work collaboratively and to participate in the professional community.

Data Sources:

What data types best align with the elements?

Evidence:

What will indicate the presence or absence of the elements; what are the “look fors”?

Student observations

Students are following teacher directions.

Students are engaged in positive interactions with one another.

Student-teacher interactions are positive and supportive.

Elementary and secondary student survey

Students’ feedback reflects the following:

- Feel safe at school (ESQ5, SSQ6)
- Feel like a valued member of the school community (ESQ6, SSQ7)
- Feel as if their teachers assist and support their learning (ESQ7, SSQ8)
- The level of difficulty with their assignments is appropriate and manageable (SSQ9)
- There are people in the school they can go to when they need help (ESQ9, SSQ10)
- Able to identify appropriate grade-level goals for their future success (ESQ11, SSQ11)
- There are non-academic opportunities and programming for students at all age levels (ESQ10, SSQ12)
- Able to easily access a school counselor (ESQ12, SSQ13)
- All cultures are honored & addressed in school (ESQ13, SSQ15)

<p>Parent/family survey</p>	<p>Parent/family feedback reflects the following:</p> <ul style="list-style-type: none"> • The principal communicates clear and consistent policies, routines, and procedures that promote safety (Q2) • Their child is physically safe at school (Q3) • Their child is emotionally safe at school (Q4) • The level of difficulty of assignments is appropriate and manageable (Q5) • The teachers care about their child (Q6)
<p>Teacher survey (Likert)</p>	<p>Teachers indicate the degree to which they feel or believe the following:</p> <ul style="list-style-type: none"> • Emotionally safe in the overall school environment (Q21) • That all school staff members support one another (Q22) • That all staff members honor beliefs and views of all people (Q23) • That all staff members honor the knowledge families offer about their children (Q24)
<p>Non-certified staff survey (Likert)</p>	<p>Non-certified staff indicate the degree to which they feel or believe the following:</p> <ul style="list-style-type: none"> • Emotionally safe in the overall school environment (Q7) • That all school staff members support one another (Q8) • That all staff members honor beliefs and views of all people (Q9) • That all staff members honor the knowledge families offer about their children (Q10)

<p>Evidence of implementation of schoolwide approach to strategies to address behavior (i.e. classroom/school procedure documents, handbook, professional development, discipline matrix, PBIS minutes)</p>	<p>The school has implemented procedures and/or behavior strategies to promote a school climate conducive to learning.</p> <p>Evidence shows the results of the implemented strategies.</p>
<p>Discipline report data</p>	<p>The reports indicate:</p> <ul style="list-style-type: none"> • Infraction consequence aligns to handbook (or other behavior matrix document) • The number of total incidents per infraction level • By infraction level, the three most common occurrences for each level • The individual students reported for infractions make up ___% of the total student enrollment
<p>Physical environment checklist</p>	<p>The school environment both inside and out is clean and well lit.</p> <p>There are signs, maps, etc. to show direction to common areas.</p> <p>Rooms are marked.</p> <p>There are signs, etc. to provide school information, visitor procedures, contact information, etc.</p>

Framework Component: Family, School Culture and Climate

Definition: A student-centered learning environment is characterized by a school climate and culture that supports school improvement, student achievement, and positive social, emotional and character development. Families and the community make key contributions to student success, especially when schools work to build meaningful and respectful partnerships.

Guiding Question #2: How are partnerships with parents, families and the community established that contribute to a supportive learning environment?

Elements (define, clarify and establish the parameters of the guiding question):

1. The school demonstrates a commitment towards developing a welcoming environment and effectively engaging families.
2. The school provides opportunities for parents and families to understand both the educational program and their child's progress and invites them to be a part of the educational process.
3. The school has established partnerships with community agencies that enhance and expand learning opportunities for students.

Data Sources:

What data types best align with the elements?

Evidence:

What will indicate the presence or absence of the elements; what are the "look fors"?

Professional development plan and schedule
Professional development plan meeting agendas

Staff have been provided ongoing training and support to develop their skills, knowledge and capacity for parent and family engagement.

School/family communications (i.e. website, letters, pamphlets, phone calls, emails, report cards, progress reports, parent-teacher conference protocol, Infinite Campus usage)

The school ensures the school staff and family members have regular and meaningful communication in a language the family members can understand.

The school ensures all communications are free of education jargon.

The school ensures that parents are informed about their child's academic progress in an ongoing and timely manner.

If applicable, translated communications, both written or spoken.

If there are non-English-speaking families, the school makes provisions to communicate accordingly.

Parent/family survey	<p>Families/parents state the following:</p> <ul style="list-style-type: none"> • The environment of the school is friendly and welcoming to parents (Q7) • There are a variety of opportunities to participate fully in the education of their child (Q8) • They feel valued as partners with the school in the education of their child (Q9) • They feel like they know what they can do to support learning at home (Q10) • They have knowledge and support as students transition from one grade span to the next (Q11) • They are well informed about their child's attendance throughout the school year (Q12) • They have received information about the impact regular school attendance has on student achievement (Q14) • They have received information about school attendance policies (Q13) • They are well informed about their child's learning and academic progress throughout the school year (Q15)
Elementary and secondary student survey	Students express that the school and their parents/family work as partners to support their success at school. (ESQ14, SSQ14)
Any data source that reflects a community partnership (i.e. website, agenda, schedules, pictures)	There are partnerships with community agencies that enhance and expand learning opportunities for students.
Student/Parent handbook	<p>The role of parents and/or community partnerships are evident and clearly defined.</p> <p>Opportunities for parent and/or community involvement are evident and clearly defined.</p>

