Supplemental Readings and Indistar® Information

Assessing an Indicator and Making a Plan

Center on Innovation & Improvement

Assessing an Indicator

In assessing the current level of implementation of an indicator of effective professional practice in the district or school, the goal is not to simply check off an item but to acquire a deeper understanding of the practice and achieve a high degree of consistent application of it. To provide evidence of full implementation, the Leadership Team must ask and answer several questions:

1. What is the straight-forward, literal meaning and intent of the indicator?
2. How would we know the extent to which the indicator is implemented?
3. What data must be analyzed to determine the level of implementation?
4. What instruments must be created to gather the data?
5. Who will make the data available?
6. What does it look like now?

By placing the requirement for determining the necessary data sources, gathering the data, and analyzing the data on the Leadership Team, the Leadership Team is engaged in "deep practice." Not as simple as a checklist, but much more likely to yield greater understanding and skill and to drive the district or school's improvement.

Making a Plan and Monitoring Progress

The planning and progress monitoring steps in Indistar® require the same amount of Leadership Team engagement as the assessment step. The plan is specific to the indicator of effective practice, now expressed as an objective. The team first determines "what it will look like" when the objective is met. The plan must make sense within the context of the district or school. The plan includes actionable tasks, persons responsible, and a timeline. The tasks should be:

1. Sequential
2. Specific and practical
3. Steps that build the understanding and capacity of people to demonstrate full implementation, and then
4. Steps to gather the data needed to know that the objective is met.

The plan for each objective must have a reasonable expectation of leading to full implementation, and when it does not, the plan is revised. In monitoring progress, the Leadership Team manages the completion of tasks for each objective and, when tasks are completed for an objective, the Leadership Team assesses the level of implementation. If the Leadership Team determines that the objective has been met, then the team addresses the questions listed above. If the Leadership Team determines that the plan has not resulted in a fully implemented objective, the plan is revised and more tasks added.

This is not simple work, but "deep practice." This is how people learn best and districts and schools are significantly improved.

Getting Help

To help the Leadership Team (and the district and school community) stay on track, sort through the research, and arrive at a clear understanding of effective professional practice, Indistar® provides support through:

1. The coaching feature that enables someone with expertise external to the district or school to follow the work of the Leadership Team, in real time, and offer guidance.
2. Wise Ways® briefs that provide a context for the indicator, research syntheses, examples, and references.
3. Indicators in Action™ tutorials with narrative and video demonstration of the indicators by administrators, teachers, and parents.

Creating an Indicator of Effective Practice
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The functions of a district or school are often categorized into domains, with sub-categories that contain standards of practice based on research that attests to the effectiveness of the practices. For example, Leadership and Decision-Making, Curriculum and Instruction, and Culture and Community might be big, chunky domains within which the work of the district or school is organized. At the school level, Curriculum and Instruction might be further sub-divided into categories such as Alignment, Classroom (Formative) Assessment, Differentiated Instruction, Periodic (Benchmark) Assessment, Instructional Delivery, Communication with Parents and Homework, and Classroom Management. This more detailed set of sub-categories fleshes out the school's functions in a way that enables school personnel to see the relationships among the functions and focus on improvement.

But categories and sub-categories are still a couple levels away from understanding effective practice. So standards of practice further clarify what is most effective within a sub-category. For example, under Alignment, we might find a standard of practice such as "Curriculum, assessment, and instruction are aligned to standards." Now we are ready for even more specificity, with indicators of effective practice that "show" what this alignment might look like and how it is achieved. For example, "Instructional Teams develop standards-aligned units of instruction for each subject and grade level" would be one indication of effective alignment.

An indicator of effective practice is a concrete, behavioral expression of a professional practice that research demonstrates contributes to student learning. An indicator is expressed in plain language so that a school team can answer with certainty whether or not it is standard practice in the school.

When developing indicators of effective practice, the following questions provide a guiding rubric:

1. Is it stated in plain language, free of jargon?

2. Is it a concrete manifestation of an "effective practice" rather than a component of a program?

3. Does it state exactly what is asked of whom? In other words, is the indicator behavioral as opposed to philosophical? Are the "actors" stated? "All teachers. . ." for example. Or "The principal . . ." Or "The leadership team . . ." If the actor isn't stated, is it obvious who would be accountable for the indicator?

4. Can full implementation be assessed with a clear Yes or No answer?

5. Could we align this indicator with research that attests to the importance of the indicator in student learning? Or is it more of a rule, regulation, somebody's good idea? Sometimes it is necessary to provide some building block indicators that are difficult to directly align with research but that are necessary to set the stage for other indicators that are more research based. Still, the indicators should be kept as close to a logical connection to research on student learning as possible.

6. Is every indicator absolutely necessary as either a direct contributor to student learning or a building block to other indicators that do directly contribute to student learning?

Indistar®

Pacing the Work with Indicators

A Guide for Setting State Expectations

Center on Innovation & Improvement

Indistar® states include in their systems between 20 and 40 district indicators and between 80 and 100 school indicators. Since the school list is more extensive, let's consider how the work of a school Leadership Team might be paced to cover all of these indicators in a reasonable amount of time. We will base our calculations on 90 school indicators, the mid-range among states.

The goal, of course, is for each indicator to be fully implemented. The Leadership Team may determine that an indicator is being fully implemented at two points in the system: (1) When the indicator is first assessed; or (2) After a plan has been completed to reach full implementation of the indicator (called an "objective" in the plan).

Assessing the Indicators

For our example, let's assume that 20% of the indicators are known to be fully implemented at the time they are first assessed. That 20% of indicators, then, are not included in the plan. They will be re-assessed in two or three years (as determined by the state) when the system flags them for reassessment.

When an indicator is initially assessed as "fully implemented," the team simply marks it as fully implemented and provides a paragraph to describe how it knows it is fully implemented—the evidence. The evidence relates directly and literally to this one indicator, nothing more. The evidence never says "we will," because that means the evidence is not yet in hand. "We will" is a statement that is appropriate as a task in the plan.

With 90 indicators, we will assume that 18 will be determined "fully implemented" at the first assessment. To discuss one indicator and develop the evidence statement may take, on average, 15 minutes. So 4 ½ hours of meeting time.

When an indicator is assessed as No Development or Implementation, the Leadership Team determines whether it is of sufficient priority and interest to include in the plan. Nearly always, the answer is Yes. When the answer is Yes, the system asks the same questions that are asked if the indicator is assessed as Limited Development or Implementation: (1) What is the priority level and opportunity level for this indicator? (a way to prioritize which objectives are tackled first in the planning step in order to gain "quick wins."); (2) How does the implementation look now? (a simple statement in a sentence or two); and (3) By what date should the objective be met? Again, this assessment process takes about 15 minutes for each indicator. Seventy-two indicators assessed at 15 minutes each—18 hours. Wow! This is taking some time. That is why we need to realistically pace the work.

Planning the Indicators

Seventy-two indicators to plan, and plans often evolve over time. In other words, a few tasks may be created to meet an objective at first, but later more tasks added if the objective is not being met. What needs to be done (simple, practical steps likely to reach full implementation)? These are tasks, and each task is assigned to someone (anyone in the school) to complete, and a target date established. Let's assume it takes 15 minutes to create tasks for an objective. Ready for this? Another 18 hours for planning.

Monitoring Progress

The Leadership Team monitors progress by simply checking off tasks that have been completed. When all of the tasks for an objective are completed, the system asks if the objective has been met. If it has, then the team shows its evidence. If the objective has not been met, the team is instructed to add more tasks. Checking progress in task completion may take five minutes for each objective. Seventy-

two objectives—6 hours. Providing the evidence may take another 10 minutes—12 hours. This is mounting up, isn't it? Another 18 hours of task checking and evidence writing.

Reality Check

The total Leadership Team time to assess, plan, and monitor the progress of 90 indicators is estimated at 40.5 hours. That's a full week's work, spread over two or three years, or 14 to 20 hours a year (rounding the numbers now). That doesn't seem quite so daunting. If the Leadership Team meets for two hours a month, that is a manageable expectation.

Pacing the Work

So, should all the indicators be first assessed, and then all planned? Or should they be assessed and planned together in chunks? If they are all assessed at once, that would take a year. Then planning would take another year, and probably two years since the planning and progress monitoring take place simultaneously—as soon as tasks are set, the implementation work begins. It makes more sense, then, to assess and plan in chunks. That's where the state provides guidance by benchmarking how many indicators should be addressed at different points in time and showing the order in which they should be considered.

The teaming and leadership indicators are foundational—necessary before instructional planning and classroom delivery can really be addressed. States typically ask schools to work on the teaming and leadership indicators first, then instructional planning, and then classroom delivery.

In a three-year cycle, the pace would be to assess, plan, and monitor progress on about 25 indicators each year (rounding again). That is a comfortable pace. A two-year cycle is possible, with about 36 indicators a year. Still doable, but more challenging. Still, some schools seek rapid improvement.

The Good News

The good news is that the assessing, planning, and monitoring becomes less onerous after one cycle through the indicators. Why? Because when the indicators are re-assessed, most should be still fully implemented and not requiring further planning and monitoring. Just those feisty indicators are addressed now –the ones that slip away when our backs are turned and require more tasks to get back on track.

Continuous Improvement

Continuous improvement is, well, continuous. But the initial work is the most demanding—arriving at a good assessment of all the indicators of effective practice and working hard to bring them to full implementation. Sustaining the good work is important, and also continuous. The Leadership Team is "working on the work," and that is part of the work. It is also invigorating, important, and professional work that might also be called "professional development." The Leadership Team, and everyone in the school, learns a great deal by focusing on indicators of effective practice.

Questions for the State to Answer

1. Cycle. What is preferred—a 3-year or 2-year initial cycle? After that, the system will flag each indicator when it has been two or three years since it was last determined to be fully implemented.
2. Benchmarks. In what order should the indicators be assessed and planned? With 25 or 36 per year, where is it best for the Leadership Team to start? A benchmark is set for the chunk of indicators to be assessed and planned by a certain date.
3. Reporting Dates. When should the Leadership Team report its progress? The reporting dates should correspond with the benchmarks. Reporting only requires the principal to hit the Submit button. A snapshot of the work to date is taken by the system and sent as a report to the state. Two or three reporting dates are usually established for each year.

Indistar®
A New Approach to District and School Improvement:
The Right Data, at the Right Time, and a Process to Understand and Apply the Data

Center on Innovation & Improvement

In his book *The Information: A Theory, A History, A Flood*, James Gleick (2011) traces the evolution of "information" from ancient African drummers sending messages across the miles to the vast and retrievable storehouse of data in the internet's cloud. While we now firmly reside in the Age of Information, we have not quite caught up with the enormous and rapidly changing opportunity that technology provides. We struggle with Information Overload. Finding, sorting, filtering, categorizing, understanding, and applying needed information remains a challenging proposition. Of course, this isn't a new experience. Aristotle looked at the immense natural, social, and political world and sought to organize it into understandable categories and definitions. That has been the work of philosophers and scientists ever since. Linnaeus did the same thing two thousand years after Aristotle by establishing a system to categorize and define the species of animals and plants. Educators, charged with bringing a vast, varied, and often conflicting research base into practice, seek ways to streamline the inflow of information, make sense of it, and structure it in useful ways.

For more than a decade, the standard approach to district and school improvement has been to:

1. analyze student outcome data;

2. identify areas of relative weakness;

3. set goals to remediate the shortcomings; and

4. develop annual plans to achieve the goals.

This approach is simple enough, and seems to make sense. But it suffers from flaws in logic that have made it an anemic driver of improvement, including:

1. outcome data do not reveal the causes of the outcomes, so data on professional practice are necessary to complete the equation;

2. relative weaknesses (and strengths) fluctuate from time to time, making us chase after moving targets;

3. districts and schools are complex organizations, and the interplay of many factors across the district or school culture impact outcomes—basing goals on isolated, current weaknesses in student outcomes over-simplifies the cause-effect relationships;

4. reaching goals means changing practice, and knowing which practice to change and how to change them requires a clear grasp of the immense body of often conflicting research literature;

5. understanding effective practice and knowing the current level and extent of effective practice in the district or school still falls short of knowing how practice is changed;

6. changing practice in a district or school culture means changing the culture itself, expecting universal fidelity to sound practice rather than targeted intervention with the currently perceived areas of weakness determined only by outcome data.

Or, to put it more simply, what adults do determines how students perform. While we have developed sophisticated means for assessing student outcomes, our methods for assessing professional practice and continuously improving it fall short. The two data sources—what adults do and how students perform—go hand-in-hand, and basing improvement efforts only on one without the other will not drive significant improvement.

In the final analysis, the people closest to the student have the greatest impact on the student's performance. An effective improvement process places tools and resources in these people's hands. The process is not as simple as the development of a plan. The improvement process itself must be a "learning experience" for the people engaged in it so that they constantly grow in their understanding of the

process itself and the professional practices that affect student performance. In *The Talent Code*, Daniel Coyle (2009) explains that learning is dramatically accelerated when conducted within the "sweet spot" where the challenge is sufficient to sustain engagement and the task is within reasonable reach. An improvement process must provide adequate structure and guidance while still leaving room for the people engaged in it to struggle a bit to gain understanding and skill.

The Indistar® system provides the structure, guidance, and resources for a continuous improvement process administered by a Leadership Team. **Indistar® is as much a professional development process as a planning process.** Engaged in the work with candor and diligence, the Leadership Team finds itself in the "sweet spot," gaining understanding and skill, solving problems, applying lessons to the immediate context, considering the human dimension of change relative to the people around them. By extension, the Leadership Team's work is carried out by everyone within the district or school community, enabling them also to gain understanding and skill.

Indistar® assumes that the district or school has access to student learning data, and if not then its indicators guide the Leadership Team in making the data available. Student learning data includes state assessments, other annual assessments, periodic (benchmark) assessments, and teachers' formative assessments. With these ample sources of information about what students know and can do, Indistar focuses on the other side of the equation—what the adults do that determines how students perform. In this arena, the Leadership Team and the rest of the district or school community engage in what Coyle calls "deep practice," not mere planning and reporting but candid and diligent immersion in the work.

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The plan for each objective must have a reasonable expectation of leading to full implementation, and when it does not, the plan is revised. In monitoring progress, the Leadership Team manages the completion of tasks for each objective and, when tasks are completed for an objective, the Leadership Team assesses the level of implementation. If the Leadership Team determines that the objective has been met, then the team addresses the questions listed above. If the Leadership Team determines that the plan has not resulted in a fully implemented objective, the plan is revised and more tasks added. This is not simple work, but "deep practice." This is how people learn best and districts and schools are significantly improved.

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Working with indicators, each aligned with research, is an efficient way to cut through information overload and narrow the district or school's focus to what matters most. Think of how a curriculum is developed for students. From all the vast information in the world, someone must decide what a student should know and do. In a standards-based system, order is created by establishing goals, standards, benchmarks, and grade-level or course-level performance objectives. This is done within broad subject areas like Reading/Language Arts, Mathematics, Science, Social Studies. By establishing these domains and structuring standards-aligned content within them, a manageable curriculum is built from the vast and inchoate information in the world. Sounds like what Aristotle and Linnaeus attempted, doesn't it?

Indicators of effective practice are similarly organized to make sense of the vast information about professional practice. The typical structure is Domain (Category in Indistar), Effective Practice (Section in Indistar), Sub-section (where applicable), Sub-sub-section (where applicable), and Indicator. Each state determines its method of categorization and the indicators to place within it. Organizing effective professional practice in this way is akin to developing a standards-based curriculum. It creates order and reduces the effort necessary to extract meaning from the research.

In *The Social Animal*, David Brooks (2011) describes the psychology of attachment and the related concept of "reach and reciprocity." He quotes John Bowbly, the British psychologist, saying "All of us, from cradle to grave, are happiest when life is organized as a series of excursions, long or short, from the secure base provided by attachment figures" (p. 61). An example of this attachment phenomenon is seen in the behavior of a toddler in a room with her mother on one side and a stack of toys on the other. At first the toddler clings to her mother. She takes a few steps toward the toys, and then pauses to look back at her mother. In time, the toddler arrives at the stack of toys, plays, but keeps an eye on her mother. This tug and pull pattern continues through life, as we reach, then return to a secure place, and then reach again.

Brooks expands the idea of attachment by citing the work of Richard Ogle in *Smart World*. When we are engaged in learning, Ogle states, we begin from the base of what we know. Then we venture into a complex web of information beyond our current understanding, absorb some of it, and then return to our base to enhance what we know. Then we venture out again. Piaget would call this the process of assimilation and accommodation. We are motivated to change in a state of disequilibrium and strive to achieve equilibrium.

The world of education research is vast. We begin from what we know, venture out, absorb new understanding, and then return to our base to enhance it. Indistar® provides a roadmap in our venturing out and a secure base to which we can return. Engaged in "deep practice," we find the "sweet spot" where we learn best.

References

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Coyle, D. (2009). *The talent code*. New York: Bantam Dell.

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Making Indistar® Work for You

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Indistar® is a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. You might call it a change management tool. Indistar® is a platform adapted by each State to fit its needs. Indistar® is called different things in different states. For example, Illinois calls it Rising Star, Alaska calls it STEPP, Idaho and Oklahoma call it the WISE tool, and the Bureau of Indian Education calls it Native Star. The system is also tailored for the purposes of each state, its districts, and its schools.

Indistar® is premised on the firm belief that district and school improvement is best accomplished when directed by the people closest to the students. While the State provides a framework for the process, each district team and school team applies its own ingenuity to achieve the results it desires for its students—students it knows and cares about.

Providing a district or school team with an improvement process that encourages local ingenuity and responsibility changes the dynamic between localities and the State. It also requires a "culture of candor" in which district and school personnel talk openly and honestly about their professional practices that contribute to student learning. When reports are electronically submitted to the State, there is no premium for "the right answer." The right answer is the one the local team determines will bring the district or school to the highest level of professional performance for the benefit of students.

Placing this high level of confidence in the ability of district and school personnel to chart their own course also requires that the district or school team is given convenient access to tools, resources, and effective practice to get the job done.

Indistar® includes Wise Ways® research briefs to support its indicators of effective practice. Indistar® also provides Indicators in Action™ video modules demonstrating the practices, and the technology for Coaches to coach the teams in real time. Indistar® enables Coaches to assist the teams with coaching comments and coaching reviews about the team's ongoing work, with dialogue from the teams.

Here are some tips to make Indistar® work for you.

1. **The Team:** Indistar® provides guidance for the district's or school's primary decision-making team. This is not an additional team. You may call your district or school team a Leadership Team or Improvement Team or something else. No matter what it is called, the team should include the chief administrator—superintendent for a district team and principal for a school team. Other members of the team are typically selected to provide proper representation. For example, a district team may include key district personnel, a school board member, and a community representative. A school team most likely includes teacher leaders of instructional teams, departments, or subject-area teams, as well as a representative from student support services such as a psychologist, counselor, or social worker. Teams vary in size, but a team of six to eight members usually proves to be the right size.

2. **The Process Manager:** Each team needs a Process Manager, a person who interfaces with the web system, prepares agendas and worksheets, distributes documents to team member in advance of meetings, and enters the team's minutes and work products into the system. The Process Manager also distributes coaching comments and Wise Ways research briefs to team members and enters the team's response to coaching comments in the system to maintain a dialogue with the Coach. The superintendent and principal have the same access privileges to the system as the district Process Manager and school Process Manager respectively.

3. **An Educative Process**: Discussing fully each indicator of effective practice contributes to each team member's understanding of research-based practice and the level of implementation of the practice in the district or school. Wise Ways® and Indicators in Action™ provide ideal material for staff meetings, faculty meetings, and professional development activities. The Guest Login allows all faculty, school board members, and parents to view the ongoing work and progress of the team and to understand the indicators.

4. **Effective Teams**: An effective team is one on which every member attends regularly, meetings start and end on time, and a focus is maintained on the work at hand. Team members do their homework, preparing for each meeting by reviewing Wise Ways® and Indicators in Action™. Discussion is rich, everyone participates equally, and decisions are made after full consideration and everyone's input. Minutes are kept and recorded in the system. Teams need sufficient blocks of time for their work, and teams are most effective when they meet twice a month.

5. **Data for Decision Making:** To accurately assess current performance relative to an indicator of effective practice, the team needs information. For example, the team may ask the principal to log his or her use of time for a couple weeks to know if the principal is able to spend at least 50% of his or her time on instruction. The team may ask for peer observations, principal observations, or self-reports by teachers to gauge the prevalence of specific instructional practices in classrooms. Planning and gathering data is an important part of the team's work.

6. **Evidence of Full Implementation:** When a team determines that an indicator is being "fully implemented" in the district or school, the system asks for evidence. The evidence is not to prove to the State or another external entity that the practice is fully implemented, but to satisfy the team that the practice is fully implemented for the benefit of students. Accountability is to the students. That is a high bar. The evidence should simply address the literal meaning of the indicator, nothing more and nothing less. Pages of documentation are not required, just a summary statement of what the documentation shows.

7. **Keeping it Simple:** When the team is assessing an indicator, it should not stray into planning for improvement. Simply assess the current status. During the planning phase of the improvement cycle, the team develops a series of tasks that it thinks will lead to full implementation. Straight-forward tasks, assigned to the people with chief responsibility, with target dates for completion keep everyone focused on the work at hand. Task Reports can be generated from the system and distributed to everyone with tasks assigned.

8. **Consider the Context:** The indicators are organized into categories and sub-categories that give them context. Consider clusters of related indicators when assessing and planning. For example, a set of indicators may address team procedures—scheduling time for meetings, preparing agendas, and recording minutes. This cluster of indicators may be reviewed as they relate to each other. Instructional indicators are arranged for specific modes of instruction, and specific phases of delivery. For example, a set of indicators may have to do with how a new lesson is introduced. Consider these indicators in that context, and in relationship to each other.

9. **Task Lists:** The system allows the principal or Process Manager to generate task lists that can be distributed to personnel for whom tasks have been assigned. Reviewing the task lists at meetings enables the team to record the completion of tasks and determine upcoming work.

10. **Focus on Support:** When an indicator cannot be assessed as fully implemented, the planning phase should include the supports (training, coaching, for example) that staff need to reach the mark. The purpose of assessing indicators is not to "evaluate" individual performance but to determine what supports are needed to reach full implementation.

11. **All Means All:** Instructional indicators typically state that "all teachers. . ." routinely exhibit the effective practice. If some teachers are strong on this indicator, they are good candidates to assist other teachers or provide professional development. But the goal is always to reach universal application of the practice, consistently and school-wide.

12. **So Many Indicators**: That's why it is a continuous process, not a plan to be achieved in one year. Districts and schools are places where many professional skills and practices are required. The indicators help the teams focus on what matters most in professional performance. Achieving big, global goals comes from masterful execution of many specific practices. We expect surgeons, attorneys, accountants, architects, and other professional to be masters of a wide array of skills relative to their professions. The same is true for educators. Indistar enables the team

to set priorities and achieve "quick wins" as well as to doggedly pursue the implementation of more difficult indicators.
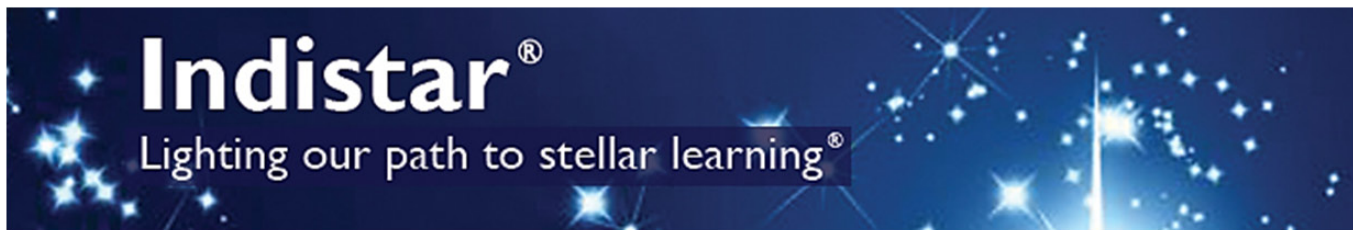
13. **Interacting with Coaches:** The system allows for a district liaison and a Coach to coach the school team. The team should review the coaching comments and respond to them with comments or questions, establishing a positive dialogue.

14. **Effective Coaching:** The most effective coaching comments typically come in the form of questions that prompt the team to think more deeply or differently about its work or suggestions for accessing resources or considering new ideas. While the Coach may challenge the team to consider the strength of the evidence it provides for full implementation, the team is not accountability to the Coach but to themselves and their students.

15. **Reporting Progress:** The various reports that can be easily generated in the system, as well as the charts and graphs in Where Are We Now? provide a convenient way to regularly report progress to the school board, at leadership meetings, at faculty meetings, and to parent organizations.

16. **Building from Strength:** Indistar enables teams to recognize and celebrate accomplishments. The process is not deficiency-focused, but balances attention to areas that need improvement with acknowledgement of areas of strength. Don't be afraid to applaud and shout "Woo Hoo" when an indicator is fully implemented.

17. **The Right Spirit:** Districts and schools have sometimes become burdened with planning processes that seem unproductive and compliance driven. No need for that with Indistar®. When teams are engaged in discussion about the things that matter most to them, and encouraged to apply their ingenuity in mastering their challenges and achieving their goals, the process is a professional joy. Embrace the process, and enjoy its richness. The time saved by efficient generation and electronic submission of reports can be applied to the more meaningful work of teams doing what they know is best for their students. Working on the work is part of the work, not a distraction from it.

Indicator Lists

Response to Intervention Indicators

	Leadership Support or RTI
RTI-LD1	The principal provides resources of staff, time, and materials to support the RTI process.
RTI-LD2	The principal provides managerial leadership for a 3-Tier model for focused academic and discipline/student management processes.
RTI-LD3	The principal provides clear direction for assessment strategies, including determination for universal screening.
RTI-LD4	The principal participates actively with the RTI Team.
RTI-LD5	The principal keeps a focus on instructional improvement and student learning outcomes.
RTI-LD6	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
	Leadership Quality Assurance
RTI-LD7	The principal routinely monitors the fidelity of ongoing RTI implementation.
RTI-LD8	The principal systematically assesses RTI fidelity at least twice a year and prepares a summary report of findings and recommendations.
RTI-LD9	The principal monitors curriculum and classroom instruction regularly.
	Leadership Professional Development
RTI-LD10	The principal ensures that all staff receive on-going RTI training.
RTI-LD11	The principal participates in on-going RTI training.
RTI-LD12	Staff development for RTI is built into the school schedule for support staff as well as classroom teachers.
RTI-LD13	New staff members are trained and included in the RTI process.
	Teams and Processes RTI Team Structure
RTI-TM1	The RTI Team includes a core membership of teachers and professional staff with various roles and expertise to provide critical input to the process.
RTI-TM2	The RTI Team meets regularly and for a sufficient amount of time to conduct the business of the team.
RTI-TM3	The RTI team operates with agendas and minutes for their meetings, and these documents are maintained in a file by a person designated by the team and also by the principal.
RTI-TM4	All core members consistently attend team meetings.
RTI-TM5	The RTI Team meetings include additional people with pertinent information about a particular student under review, such as parents, referring teacher, speech-language pathologist, gifted/talented, Title I, English language learning.

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RTI-TM3	The RTI team operates with agendas and minutes for their meetings, and these documents are maintained in a file by a person designated by the team and also by the principal.
RTI-TM4	All core members consistently attend team meetings.
RTI-TM5	The RTI Team meetings include additional people with pertinent information about a particular student under review, such as parents, referring teacher, speech-language pathologist, gifted/talented, Title I, English language learning.
	Teams and Processes RTI Team Resources
RTI-TM6	The RTI Team has inventoried schoolwide resources and created a resource map that it uses in team interventions.
RTI-TM7	The RTI Team has inventoried community resources and created a resource map that it uses in team interventions.
RTI-TM8	The RTI Team regularly updates its resource maps.
RTI-TM9	The RTI Team maintains a list of RTI-related resources to access beyond the school for consultation, advice, and support.
	Teams and Processes RTI Team Culture
RTI-TM10	The RTI Team focuses on student outcomes rather than eligibility for special education services.
RTI-TM11	The RTI Team fosters an atmosphere in which the entire school community is welcomed and supported.
RTI-TM12	The RTI Team provides a system of support for teachers through coaching, resource materials, mentoring, peer observations, and problem-solving.
	Teams and Processes Referral and Intervention Process: Identify and Define
RTI-TM13	The RTI Team receives referrals from teams, teachers, other staff, and parents about a student or group of students whose academic progress and/or behavior suggests a possible need for intervention.
RTI-TM14	The RTI Team collects background and baseline data on the referred student(s) to be used at the initial intervention meeting.
RTI-TM15	The RTI Team defines the specific area of need(s) based on the data collected.
	Teams and Processes Referral and Intervention Process: Analyze for Causes
RTI-TM16	The RTI Team considers a variety of data sources in determining the cause of the problem and if an intervention is necessary.
RTI-TM17	The RTI Team considers a variety of data sources in determining whether the situation calls for a standard treatment protocol or individual problem solving.
	Teams and Processes Referral and Intervention Process: Develop a Plan
RTI-TM18	The RTI Team sets clear, objective, measureable goals for student progress in the student's Individual Intervention Plan.
RTI-TM19	The Individual Intervention Plan includes specific tasks, persons responsible, and timelines for completion.

Teams and Processes Referral and Intervention Process: Implement and Monitor the Plan	
RTI-TM20	The RTI Team documents the quality of the implementation of the Individual Intervention Plan to assure intervention integrity.
RTI-TM21	The RTI Team holds follow-up meetings with the referring teacher and parents to review student progress and judge whether the intervention is effective.
Teams and Processes Referral and Intervention Process: Evaluate and Adjust Plan	
RTI-TM22	The RTI Team, at key decision points, determines the degree to which the intervention has been adequately executed to evaluate its effectiveness.
RTI-TM23	The RTI Team, at key decision points, determines whether the intervention should be continued, adjusted, or terminated.
Assessment Information Systems	
RTI-AS1	The school maintains a current inventory of selected screening measures, diagnostic assessments, progress monitoring assessments and tools, and outcome assessments.
RTI-AS2	A data management system is in place with necessary technology support to provide the School Support Team, teachers, and professional staff with timely information on each student.
RTI-AS3	Data included in the management system are data collected from a variety of sources; i.e. academic, medical, developmental, vision/hearing, familial/cultural, curriculum-based measures, parent and student interviews, and behavioral and classroom management data.
Assessment Screenings	
RTI-AS4	A written universal screening system plan is in place and used by the school to assess the academic and behavioral strengths and needs of all students.
RTI-AS5	Screening assessments are conducted 3 or 4 times a year.
RTI-AS6	The school's teams (Leadership, Instructional, RTI, for example) each meets to examine the building-wide data after each screening to consider core effectiveness and instructional groups.
Assessment Diagnostic Assessments	
RTI-AS7	Diagnostic assessments are conducted for individual students as needed to adapt instruction and support interventions to student needs.
Assessment Progress Monitoring	
RTI-AS8	Progress monitoring data is sufficiently designed and collected to make clear decisions about the effectiveness of an intervention.
RTI-AS9	Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions.
RTI-AS10	Progress monitoring assessments are conducted monthly for those receiving supplemental instruction (as Tier 2) and weekly or bi-weekly for those receiving intensive instruction.
RTI-AS11	The RTI Team bases decisions about interventions (instructional and support) on data from continuing progress monitoring throughout the three-tiered process.
Assessment Professional Development	
RTI-AS12	School staff receive ongoing professional development on all assessments and assessment procedures.

Family Community Engagement	
RTI-FC1	Parents are informed of the RTI process and it is made clear that the process is not intended to delay referral for special education evaluation.
RTI-FC2	Parents are informed of the RTI process and intervention options available for their child before interventions are implemented.
RTI-FC3	Written information is given to parents at Tier 2 that addresses the concerns and needs of students who show emerging deficits.
RTI-FC4	Information is gathered from parents about how the child functions in a variety of settings (e.g. family and home, church, childcare, community activities).
RTI-FC5	Parent and student interviews are conducted covering the child's history and any significant events occurring in the life of the child or the family.
RTI-FC6	Individualized Intervention Plans address the family culture and resources available to the child.
RTI-FC7	Community resources (individuals, organizations, programs) are included in Intervention Plans when appropriate.
Curriculum and Instruction Curriculum	
RTI-CI1	The school maintains an official document that clearly defines the curriculum and instruction for each of three tiers in reading, mathematics, written language, and social behavior.
RTI-CI2	All teachers are guided by an evidence-based core curriculum.
RTI-CI3	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
Curriculum and Instruction Instruction	
RTI-CI4	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
RTI-CI5	All teachers assign learning tasks in a variety of formats such as auditory, visual, tactile, motor, and hands-on for all students.
RTI-CI6	Units of instruction include standards-based objectives and criteria for mastery.
RTI-CI7	All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).
RTI-CI8	All teachers have access to evidence-based instructional interventions for students identified at risk (Tier 2).
RTI-CI9	All teachers have access to evidence-based instructional enhancements for students identified as achieving above the general class level.
Curriculum and Instruction Professional Development	
RTI-CI10	School staff receive ongoing professional development on the subject content they are expected to teach.
RTI-CI11	School staff receive ongoing professional development on instructional methodology for the programs they are expected to teach.
RTI-CI12	School staff receive ongoing professional development on social behavior and classroom management strategies for the programs they are expected to teach.

High School Indicators

Team Structure
The Leadership Team regularly examines individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school.
The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.
The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.

Principal's Role
The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.

Opportunity to Learn Content Mastery and Graduation
The school confirms that a student has mastered prerequisite content knowledge before allowing the student to take higher-level courses.
All students demonstrating prerequisite content mastery are given access to higher-level courses.
The curriculum and schedule provide pathways for all students to acquire missing content knowledge.
The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.
The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation.
The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.

Opportunity to Learn Post-Secondary School Options
Guidance counselors provide all students with feedback and reports on their assessment results (academic, aptitude, interest) to facilitate student-driven decisions about their own work and college and career goals.
The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.
The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.
The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising).
All teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.
The school routinely provides all students with information and experience in a variety of career pathways.
The school provides all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals.

The school provides all students with information, guidance, and support to secure financial assistance and scholarships for college or other post-secondary education.
Opportunity to Learn Extended Learning Opportunities
The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships).
The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).
The school provides all students with formal supports and a network of contacts with school personnel, community members, and workplace personnel to ensure the social capital necessary to make informed life decisions.
Opportunity to Learn Transitions
The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies).
The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).
The school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.

District Indicators

District Context and Support for School Improvement - Improving the school within the framework of district support	
IA01	The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)
IA02	The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)
IA03	The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3)
IA04	The district provides incentives for staff who work effectively in hard-to-staff and restructured schools. (4)
IA05	The district contracts with external service providers for key services in restructured schools. (5)
IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6)
IA07	The district sets district, school, and student subgroup achievement targets. (7)
IA08	The school board and superintendent present a unified vision for school improvement. (8)
IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9)
IA10	The district regularly reallocates resources to support school, staff, and instructional improvement. (10)
IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)
IA12	The district intervenes early when a school is not making adequate progress. (12)
IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13)
IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)
IA15	The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)
District Context and Support for School Improvement - Taking the change process into account	
IB01	The district operates with district-level and school-level improvement teams. (16)
IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)
IB03	For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (18)
IB04	For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (19)
IB05	For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (20)
IB06	For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (21)

IB07	The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (22)
IB08	The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (23)
IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (24)
IB10	In restructuring schools, the district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (25)
IB11	The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement. (26)
IB12	The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement. (27)
District Context and Support for School Improvement - Clarifying district-school expectations	
IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)
IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)
IC03	District and school decision makers meet at least twice a month to discuss the school's progress. (30)
IC04	District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding. (31)
IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)
IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (33)
IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/ restructuring plan and its evolving needs. (34)
IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35)
School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning	
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (36)
ID02	All teams have written statements of purpose and by-laws for their operation. (37)
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)

Continuous Improvement Indicators (CI)

School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning	
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (36)
ID02	All teams have written statements of purpose and by-laws for their operation. (37)
ID03	All teams operate with work plans for the year and specific work products to produce. (38)
ID04	All teams prepare agendas for their meetings. (39)
ID05	All teams maintain official minutes of their meetings. (40)
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (41)
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
ID09	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
ID12	Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business. (47)
ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)
School Leadership and Decision Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction	
IE01	The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)
IE02	The principal develops the leadership capacity of others in the school. (53)
IE03	The principal communicates the likelihood of success based on the plan and hard work. (54)
IE04	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (55)
IE05	The principal participates actively with the school's teams. (56)
IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (57)
IE07	The principal monitors curriculum and classroom instruction regularly. (58)
IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
IE09	The principal challenges, supports and monitors the correction of unsound teaching practices. (60)

IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)
IE11	The principal provides incentives for teacher and student accomplishment. (62)
IE12	The principal personally engages parents and the community in the improvement process. (63)
IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)

School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development

IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)
IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)
IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)
IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)
IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)
IF06	Teachers are required to make individual professional development plans based on classroom observations. (70)
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)
IF09	Teacher evaluation examines the same indicators used in professional development. (73)
IF10	The principal plans opportunities for teachers to share their strengths with other teachers. (74)

School Leadership and Decision Making - Helping parents to help their children meet standards

IG01	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)
IG02	The student report card shows the student's progress in meeting learning standards. (86)
IG03	Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (187)

Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)
IIA02	Units of instruction include standards-based objectives and criteria for mastery. (89)
IIA03	Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)

Curriculum, Assessment, and Instructional Planning - Engaging teachers in assessing and monitoring student mastery

IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

IIB05	All teachers re-teach based on post-test results. (95)
Curriculum, Assessment, and Instructional Planning - Engaging teachers in differentiating and aligning learning activities	
IIC01	Units of instruction include specific learning activities aligned to objectives. (96)
IIC02	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)
IIC03	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)
Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments	
IID01	The school tests every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked. (99)
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)
IID03	Teachers receive timely reports of results from standardized and objectives-based tests. (101)
IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)
IID05	Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. (103)
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
IID07	The Leadership Team monitors school-level student learning data. (105)
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
IID09	Instructional Teams use student learning data to plan instruction. (107)
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)
IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation	
IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (111)
IIIA03	All teachers use objectives-based pre-tests. (112)
IIIA04	All teachers use objectives-based post-tests. (113)
IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives. (114)
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Introduction	
IIIA08	All teachers review the previous lesson. (117)

IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (118)
IIIA10	All teachers stimulate interest in the topics. (119)
IIIA11	All teachers use modeling, demonstration, and graphics. (120)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Presentation	
IIIA12	All teachers proceed in small steps at a rapid pace. (121)
IIIA13	All teachers explain directly and thoroughly. (122)
IIIA14	All teachers maintain eye contact. (123)
IIIA15	All teachers speak with expression and use a variety of vocal tones. (124)
IIIA16	All teachers use prompting/cueing. (125)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Summary and Confirmation of Learning	
IIIA17	All teachers re-teach when necessary. (126)
IIIA18	All teachers review with drilling/class recitation. (127)
IIIA19	All teachers review with questioning. (128)
IIIA20	All teachers summarize key concepts. (129)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Student Interaction	
IIIA21	All teachers re-teach following questioning. (130)
IIIA22	All teachers use open-ended questioning and encourage elaboration. (131)
IIIA23	All teachers re-direct student questions. (132)
IIIA24	All teachers encourage peer interaction. (133)
IIIA25	All teachers encourage students to paraphrase, summarize, and relate. (134)
IIIA26	All teachers encourage students to check their own comprehension. (135)
IIIA27	All teachers verbally praise students. (136)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Student-Directed Small-Group and Independent Work	
IIIA28	All teachers travel to all areas in which students are working. (137)
IIIA29	All teachers meet with students to facilitate mastery of objectives. (138)
IIIA30	All teachers encourage students to help each other with their work. (139)
IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback). (140)
IIIA32	All teachers interact managerially with students (reinforcing rules, procedures). (141)
IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)
IIIA34	All teachers verbally praise students. (143)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Computer-Based Instruction	
IIIA35	Students are engaged and on task. (144)
IIIA36	Students are comfortable with the program and its navigation. (145)
IIIA37	All teachers travel about the room to assist students. (146)
IIIA38	All teachers have documentation of the computer program's alignment with standards-based objectives. (147)
IIIA39	All teachers maintain a record of student mastery of standards-based objectives. (148)
IIIA40	All teachers assess student mastery in ways other than those provided by the computer program. (149)

Classroom Instruction - Expecting and monitoring sound homework practices and communication with parents	
IIIB01	All teachers maintain a file of communication with parents. (150)
IIIB02	All teachers regularly assign homework (4 or more days a week). (151)
IIIB03	All teachers check, mark, and return homework. (152)
IIIB04	All teachers include comments on checked homework. (153)
IIIB05	All teachers count homework toward the student's report card grade. (154)
IIIB06	All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)
Classroom Instruction - Expecting and monitoring sound classroom management	
IIIC01	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)
IIIC02	Transitions between instructional modes are brief and orderly. (157)
IIIC03	Students maintain eye contact and are attentive. (158)
IIIC04	Students raise hands or otherwise signal before speaking. (159)
IIIC05	All teachers use a variety of instructional modes. (160)
IIIC06	All teachers maintain well-organized student learning materials in the classroom. (161)
IIIC07	All teachers display completed student work in the classroom. (162)
IIIC08	All teachers display classroom rules and procedures in the classroom. (163)
IIIC09	All teachers correct students who do not follow classroom rules and procedures. (164)
IIIC10	All teachers reinforce classroom rules and procedures by positively teaching them. (165)
IIIC11	All teachers conduct an occasional "behavior check." (166)
IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (167)

ELL Indicators—District Level

District Context and Support for School Improvement - Improving the school within the framework of district support	
IA07	The district sets district, school, and student subgroup achievement targets. (7)
IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9)
IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)
IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13)
IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)
District Context and Support for School Improvement - Clarifying district-school expectations	
IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (34)

ELL Indicators—School Level

School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning	
ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)
School Leadership and Decision Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction	
IE04	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (55)
School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development	
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)
School Leadership and Decision Making - Helping parents to help their children meet standards	
IG01	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)
Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks	
IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

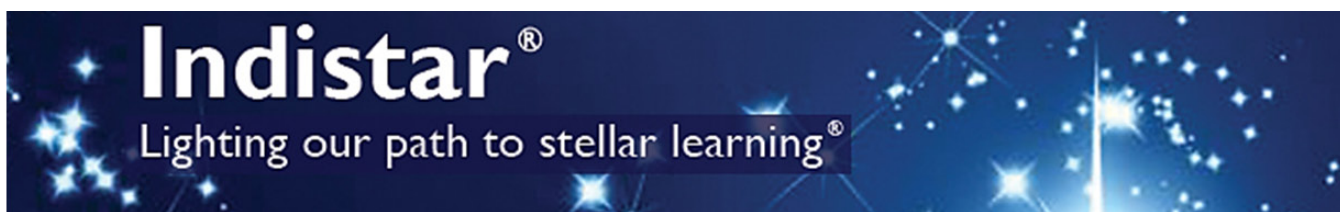| Curriculum, Assessment, and Instructional Planning - Engaging teachers in assessing and monitoring student mastery	
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
Curriculum, Assessment, and Instructional Planning - Engaging teachers in differentiating and aligning learning activities	
IIC02	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)
Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments	
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation	
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
Classroom Instruction - Expecting and monitoring sound homework practices and communication with parents	
IIIB06	All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)
Classroom Instruction - Expecting and monitoring sound classroom management	
IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (167)

Rapid Improvment Indicators (RI)

	School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (36)
ID02	All teams have written statements of purpose and by-laws for their operation. (37)
ID03	All teams operate with work plans for the year and specific work products to produce. (38)
ID04	All teams prepare agendas for their meetings. (39)
ID05	All teams maintain official minutes of their meetings. (40)
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (41)
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)
	School Leadership and Decision Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction
IE05	The principal participates actively with the school's teams. (56)
IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (57)
IE07	The principal monitors curriculum and classroom instruction regularly. (58)
IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
IE09	The principal challenges, supports and monitors the correction of unsound teaching practices. (60)
IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)
IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)
	School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development
IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)
IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)
IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)

IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)
IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)
IF06	Teachers are required to make individual professional development plans based on classroom observations. (70)
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)
IF10	The principal plans opportunities for teachers to share their strengths with other teachers. (74)
Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks	
IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)
IIA02	Units of instruction include standards-based objectives and criteria for mastery. (89)
Curriculum, Assessment, and Instructional Planning - Engaging teachers in assessing and monitoring student mastery	
IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
IIB05	All teachers re-teach based on post-test results. (95)
Curriculum, Assessment, and Instructional Planning - Engaging teachers in differentiating and aligning learning activities	
IIC01	Units of instruction include specific learning activities aligned to objectives. (96)
IIC03	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)
Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments	
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)
IID03	Teachers receive timely reports of results from standardized and objectives-based tests. (101)
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
IID07	The Leadership Team monitors school-level student learning data. (105)
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
IID09	Instructional Teams use student learning data to plan instruction. (107)
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)
IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation	
IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (111)
IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives. (114)
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Introduction	
IIIA08	All teachers review the previous lesson. (117)
IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (118)
IIIA10	All teachers stimulate interest in the topics. (119)
IIIA11	All teachers use modeling, demonstration, and graphics. (120)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Presentation	
IIIA13	All teachers explain directly and thoroughly. (122)
IIIA14	All teachers maintain eye contact. (123)
IIIA15	All teachers speak with expression and use a variety of vocal tones. (124)
IIIA16	All teachers use prompting/cueing. (125)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Summary and Confirmation of Learning	
IIIA17	All teachers re-teach when necessary. (126)
IIIA18	All teachers review with drilling/class recitation. (127)
IIIA19	All teachers review with questioning. (128)
IIIA20	All teachers summarize key concepts. (129)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Student Interaction	
IIIA21	All teachers re-teach following questioning. (130)
IIIA25	All teachers encourage students to paraphrase, summarize, and relate. (134)
IIIA26	All teachers encourage students to check their own comprehension. (135)
IIIA27	All teachers verbally praise students. (136)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Student-Directed Small-Group and Independent Work	
IIIA28	All teachers travel to all areas in which students are working. (137)
IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback). (140)
IIIA32	All teachers interact managerially with students (reinforcing rules, procedures). (141)
IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)
Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Computer-Based Instruction	
IIIA35	Students are engaged and on task. (144)

IIIA40	All teachers assess student mastery in ways other than those provided by the computer program. (149)
Classroom Instruction - Expecting and monitoring sound homework practices and communication with parents	
IIIB01	All teachers maintain a file of communication with parents. (150)
IIIB02	All teachers regularly assign homework (4 or more days a week). (151)
IIIB03	All teachers check, mark, and return homework. (152)
IIIB06	All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)
Classroom Instruction - Expecting and monitoring sound classroom management	
IIIC01	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)
IIIC04	Students raise hands or otherwise signal before speaking. (159)
IIIC05	All teachers use a variety of instructional modes. (160)
IIIC06	All teachers maintain well-organized student learning materials in the classroom. (161)
IIIC08	All teachers display classroom rules and procedures in the classroom. (163)
IIIC09	All teachers correct students who do not follow classroom rules and procedures. (164)
IIIC10	All teachers reinforce classroom rules and procedures by positively teaching them. (165)

Special Education Indicators

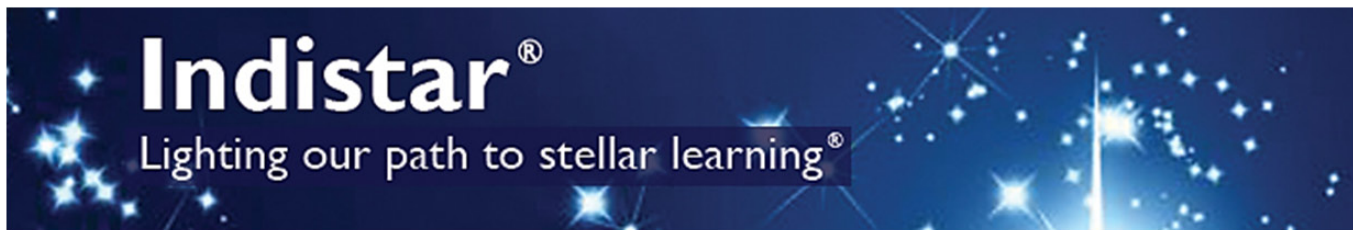| |
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| **School Leadership and Decision Making** |
| Establishing a team structure with specific duties and time for instructional planning |
| Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (2407) |
| **School Leadership and Decision Making** |
| Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction |
| The principal participates actively with the school's teams. (56) |
| **Curriculum, Assessment, and Instructional Planning** |
| Engaging teachers in aligning instruction with standards and benchmarks |
| Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88) |
| Units of instruction and activities are aligned with IEP goals and objectives for students with disabilities. (2408) |
| **Curriculum, Assessment, and Instructional Planning** |
| Engaging teachers in assessing and monitoring student mastery |
| Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92) |
| Unit pre-test and post-test results are reviewed by the Instructional Team. (93) |
| Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94) |
| **Curriculum, Assessment, and Instructional Planning** |
| Assessing student learning frequently with standards-based assessments |
| The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100) |
| Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106) |
| Instructional Teams use student learning data to plan instruction. (107) |
| Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108) |
| Instructional teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEP's. (2409) |
| Instructional teams utilize student learning data to determine whether a student requires a referral for special education services (e.g., Response-to-Intervention). (2410) |
| **Classroom Instruction** |
| Expecting and monitoring sound instruction in a variety of modes: Computer-Based Instruction |
| Students with disabilities are provided with and taught effective ways to use assistive technology to support their individual learning needs. (2411) |
| **Classroom Instruction** |
| Expecting and monitoring sound homework practices and communication with parents |
| |
| All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155) |

SIG Indicators by Transformation Toolkit

	Strand A: Establishing and Orienting the District Transformation Team
B01	The LEA has an LEA transformation team. (1629)
B02	The LEA has assessed its LEA capacity to support transformation. (1630)
B03	The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (1631)
B04	The LEA has designated an internal lead partner for each transformation school. (1632)
	Strand B: Moving Toward School Autonomy
A01	The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (1633)
A02	The LEA has reoriented its culture toward shared responsibility and accountability. (1634)
A03	The LEA has established performance objectives for each transformation school. (1635)
A04	The LEA has aligned resource allocation (money, time, human resources) within the school's instructional priorities. (1636)
A05	The LEA has established a turnaround office or zone (to also include transformations and other models). (1637)
A06	The LEA negotiates union waivers if needed. (1638)
	Strand C: Selecting a Principal and Recruiting Teachers
C01	The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (1639)
C02	The LEA advertises for principal candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm. (1640)
C03	The LEA has an established policy and process/rubric for screening principal candidates. (1641)
C04	The LEA has an established process for preparing to interview candidates. (1642)
C05	The LEA has an established criteria and format for interviewing candidates. (1643)
C06	The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (1644)
G01	The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders. (1645)
G02	The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646)
	Strand D: Working with Stakeholders and Building Support for Transformation
K02	The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (1647)
K03	The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (1648)
K04	The LEA/School has engaged parents and community in the transformation process. (1649)
K05	The LEA/School has support for transformation from all stakeholders. (1650)
K07	The LEA/School has established a positive organizational culture. (1651)
K06	The LEA/School helps stakeholders overcome resistance to change. (1652)

B13	The LEA/School persists and perseveres, but discontinues failing strategies. (1653)
Strand E: Contracting with External Providers	
B05	The LEA has identified potential external providers. (1654)
B06	The LEA has written and issued a request for proposals from potential external providers. (1655)
B07	The LEA has developed transparent selection criteria for external providers. (1656)
B08	The LEA has reviewed proposals, conducted due diligence, and selected external provider(s). (1657)
B09	The LEA has negotiated contracts with external providers, including goals, benchmarks, and plans to manage assets. (1658)
B10	The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (1659)
B11	The LEA is prepared to proactively deal with problems and drop strategies that do not work. (1660)
B12	The LEA has a plan for evaluation and has clarified who is accountable for collecting data. (1661)
Strand F: Establishing and Orienting the School Transformation Team	
B14	The LEA has appointed a school transformation team. (1662)
B15	The LEA provides the school transformation team members with information on what the school can do to promote rapid improvement. (1663)
Strand G: Leading Change (Especially for Principals)	
C07	The principal is a change leader. (1664)
C08	The principal effectively and clearly communicates the message of change. (1665)
C09	The principal collects and acts on data from a variety of sources and in a timely manner. (1666)
C10	The principal, after reviewing the data, seeks quick wins. (1667)
C11	The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668)
C12	The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies. (1669)
Strand H: Evaluating, Rewarding, and Removing Staff/Evaluating Staff	
G03	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)
D01	The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)
D02	The principal includes evaluation of student outcomes in teacher evaluation. (1672)
D03	The principal makes the evaluation process transparent. (1673)
D04	The LEA/principal provides training to those conducting teacher evaluations to ensure that they are conducted with fidelity to standardized procedures. (1674)
D05	There is an established procedure for documenting the evaluation process. (1675)
D06	The principal provides timely, clear, constructive feedback to teachers. (1676)
D07	The evaluation process is linked with the LEA's collective and individual professional development programs. (1677)
D08	The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)
Strand H: Evaluating, Rewarding, and Removing Staff/Removing Staff	
E07	The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685)
E08	The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (1686)

E09	The LEA has reformed tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals. (1687)
E10	The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688)
E11	The LEA has formed teams of specialists who are familiar with the rules and regulations that govern staff dismissals. (1689)
E12	The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (1690)
E13	The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691)
Strand H: Evaluating, Rewarding, and Removing Staff/Rewarding Staff	
E01	The LEA/School has created a system for making awards that is transparent and fair. (1679)
E02	The LEA/School has worked with teachers and teachers' union at each stage of developing and implementing the system of awards. (1680)
E03	The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)
E04	The LEA/School has secured sufficient funding for long-term program sustainability, for the system of awards. (1682)
E05	The LEA/School has developed a system of providing performance-based incentives for staff using valid data on whether performance indicators have been met. (1683)
E06	The LEA/School has identified and established non-monetary staff incentives for performance. (1684)
Strand I: Providing Rigorous Staff Development	
F01	The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692)
F02	The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)
F03	The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)
F04	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)
F05	The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)
F06	The LEA/School provides sustained and embedded professional development related to implementation of new programs and strategies. (1697)
F07	The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)
F08	The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699)
F09	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)
F10	The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)
F11	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized. (1702)
Strand J: Increasing Learning Time	
J01	The principal is familiar with research and best practices associated with efforts to increase learning time. (1703)

J02	The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704)
J03	The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705)
J04	The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)
J05	The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)
J06	The LEA/School creates and sustains partnerships to support extended learning. (1708)
J07	The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)
J08	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)
Strand K: Reforming Instruction	
I01	The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)
C13	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)
F12	The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)
H01	The principal ensures that teachers align instruction with standards and benchmarks. (1714)
I02	All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)
I03	All teachers, working in teams, differentiate and align learning activities with state standards. (1716)
H02	All teachers assess student learning frequently using standards-based classroom assessments. (1717)
H03	All teachers, working in teams, prepare standards-aligned lessons. (1718)
I04	All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)
K01	All teachers demonstrate sound homework practices and communication with parents. (1720)
I05	All teachers employ effective classroom management. (1721)

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District Social and Emotional Learning Indicators

Leadership
The superintendent and other central office staff are accountable for school improvement and student learning outcomes, including social and emotional learning.
The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress relative to social and emotional learning.
The district allocates resources of budget and staff to support social and emotional learning.
The superintendent and district leadership convey in written materials that promoting the social and emotional learning of all students is a school priority.
The superintendent and district leadership promote a sense of community, cooperation, and cohesion among teachers and staff to support the work of learning.
Change Process
The superintendent and district leadership have established a multi-year plan for implementing planned, ongoing, coordinated programming for social and emotional learning.
The district ensures that social and emotional learning plans include research-based, field-proven programs, practices, and models.
The district examines existing social and emotional learning strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.
The district requires schools to report and document their progress with social and emotional learning monthly to the superintendent, and the superintendent reports the schools' progress to the school board.
Assessment
The district has established a formal assessment system to track students' social-emotional skill development over time.
The superintendent and district leadership regularly look at multiple measures (e.g., behavior data, aggregated classroom observation data, and school climate surveys of staff, students, and parents) and use this data to make decisions about student social and emotional learning.
Curriculum
The district provides a cohesive district curriculum guide aligned with social and emotional learning standards or objectives or otherwise places curricular expectation on the school.
The district provides schools with guidance, training, and support to integrate social and emotional learning programs and practices into the school's curriculum.
Professional Development
Professional development for the district and school staff includes social and emotional learning standards, skills, strategies, and conditions for learning.
Culture and Climate
The district has a vision or mission statement that supports a learning environment that is emotionally safe and conducive to learning.
Staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting reflect a climate of trust, respect and collaboration that is focused on norms and adult social and emotional competencies.

The district's discipline policy outlines developmentally appropriate consequences, endorses positive behavior management strategies, and guides principals and teachers in using misbehavior as an opportunity to reinforce social-emotional learning concepts and skills.

School Level Social and Emotional Learning Indicators

Leadership
The principal and school Leadership Team convey in written materials that promoting the social and emotional learning of all students is a school priority.
The principal and school Leadership Team have established a multi-year plan for implementing planned, ongoing, coordinated programming for social and emotional learning.
The school Leadership Team regularly looks at multiple measures (e.g., behavior data, aggregated classroom observation data, and school climate surveys of staff, students, and parents) and uses this data to make decisions about student social and emotional learning.
The principal acts to ensure that learning outcomes include social and emotional learning objectives.
The principal celebrates individual, team, and school successes, especially related to student academic and social-emotional learning outcomes.

Learning Environment
The school has a vision or mission statement that supports a learning environment that is emotionally safe and conducive to learning.
The principal promotes a sense of community, cooperation, and cohesion among teachers and staff to support the work of learning.
Staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting reflect a climate of trust, respect and collaboration that is focused on norms and adult social and emotional competencies.
The school's discipline policy outlines developmentally appropriate consequences, endorses positive behavior management strategies, and guides teachers in using misbehavior as an opportunity to reinforce social-emotional learning concepts and skills.
The school's Compact outlines the responsibilities/expectations of teachers, parents, and students.
All staff members cultivate positive relations among students and teachers to promote student motivation and higher levels of engagement in academics and school life.
The student report card shows student progress toward meeting the social-emotional learning objectives.
Students are encouraged to apply their social and emotional skills in co-curricular activities.

Professional Development
Professional development for the school staff includes social and emotional learning objectives, skills, strategies, and conditions for learning.
Professional development includes on-site coaching for teachers who implement classroom-based instruction for social and emotional learning.

Teaching and Learning: Assessment
The school has established a formal assessment system to track students' social-emotional skill development over time.
Instructional Teams use student data that shows current level of mastery of social-emotional objectives to plan social-emotional skill instruction.

Teaching and Learning: Instruction—Preparation
All teachers are guided by a document that aligns social-emotional objectives, curriculum, instruction, and assessment.
Instructional Teams develop units of instruction that include social and emotional learning objectives at all grade levels.

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| Instructional Teams integrate strategies and materials to enhance social and emotional learning across academic areas of instruction (e.g., language arts, social studies, physical education, arts). |
| **Teaching and Learning: Instruction—Teacher Directed** |
| All teachers seek student input around their interests in topics as a way to increase motivation to learn. |
| **Teaching and Learning: Instruction—Differentiation** |
| All teachers use learning activities aligned with social and emotional learning objectives to meet the individualized learning needs of all students. |
| **Teaching and Learning: Instruction—Classroom Management** |
| All teachers work collaboratively with students to develop and ensure classroom rules and procedures. |
| All teachers use misbehavior as an opportunity to re-teach and reinforce previous social-emotional skill instruction. |
| All teachers model, teach, and reinforce social and emotional competencies. |

Family Engagement Indicators

Shared Leadership - School Leadership Team	
SL1.1	Parent representatives advise the School Leadership Team on matters related to family-school relations. (1553)
Shared Leadership - Parent-Teacher Organization	
SL2.1	The school has a written statement of purpose for its Parent-Teacher Organization. (1554)
Shared Leadership - School Community Council	
SL3.1	A School Community Council (SCC) consisting of the principal, parent facilitator, social worker or counselor, teachers, and parents oversees family-school relationships and helps parents to be better equipped to support their student's learning at home. (1555)
SL3.2	A majority of the members of the School Community Council (SCC) are parents of currently enrolled students and are not also employees of the school. (1556)
SL3.3	The School Community Council (SCC) meets twice a month and keeps an agenda and minutes of the meetings. (1557)
Goals and Roles - Parent Involvement Policy and Mission Statement	
GR1.1	The school's Parent Involvement Policy includes a vision statement about the importance of family-school partnership in a school community. (1535)
GR1.2	The school's Mission Statement is distinct, clear, focused on student learning, and includes the important role of the family. (1537)
Goals and Roles - Key Documents	
GR2.1	The school's Compact outlines the responsibilities (expectations) of teachers, parents, and students. (1539)
GR2.2	The school's Compact includes responsibilities (expectations) that communicate what parents can do to support their students' learning at home (curriculum of the home). (1540)
Goals and Roles - Homework Guidelines	
GR3.1	The school's Homework Guidelines require homework at all grade levels. (1542)
GR3.2	The school's Homework Guidelines show the minimum amount of daily study time at home by grade level. (1543)
GR3.3	The school's Homework Guidelines stress the importance of checking, marking, and promptly returning homework. (1544)
GR4.2	The Student Report Card includes the student's progress toward learning standards. (1854)
Goals and Roles - Student Report Card	
GR3.4	The school's Homework Guidelines make homework a part of the student's report card grade. (1545)
GR4.1	The Student Report Card provides parents an opportunity to report on the student's homebased studying and reading habits. (1547)
Goals and Roles - Parent Visits to Classroom	
GR5.1	Classroom Visit Procedures are clear, constructive, welcoming, and available for visitors in the office. (1548)

GR5.2	The school's Parent Involvement Policy, Compact, and Classroom Visit Procedures encourage parents to visit classrooms. (1549)
Goals and Roles - Accomplishment	
GR6.1	The school celebrates it accomplishments. (1550)
GR6.2	The school recognizes the individual accomplishments of teachers. (1551)
GR6.3	The school recognizes the accomplishments of teams (e. g. teacher teams, School Community Council (SCC), and parent-teacher organization). (1552)
Communication - Key Documents	
CM1.2	The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are included in the school improvement plan and other official documents. (1538)
Communication - Teacher-Family Communication	
CM2.1	Teachers are familiar with the curriculum of the home (what parents can do at home to support their children's learning) and discuss it with them. (1560)
CM2.2	The school uses Open House as an opportunity to convey to parents that what goes on at home impacts student's academic performance. (1561)
CM2.3	The "ongoing conversation" between teachers and parents is candid, supportive, and flows in both directions. (1562)
CM2.4	Teachers use emails to provide parents with practical guidance to maintain regular and supportive verbal interactions with their children. (1563)
CM2.5	Teachers use email to communicate with parents about student progress. (1564)
CM2.6	Teachers use phone calls to provide parents with practical guidance to maintain regular and supportive verbal interactions with their children. (1565)
CM2.7	Teachers use telephone calls to communicate with parents about student progress. (1566)
CM2.8	Teachers use postcards and notes to parents to share student accomplishments. (1567)
Communication - School-Family Communication	
CM3.1	The school has a web-based student information system to inform parents of student progress and updates information weekly. (1568)
CM3.2	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (1569)
CM3.3	The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (1570)
CM3.4	The school provides parents and other visitors a friendly document that outlines the ground rules for visits to the school and classrooms. (1571)
CM3.5	The school's website has a parent section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how parents may post items. (1572)
CM3.6	The school's newsletter includes articles by parents, information on home support of learning, announcements of parent activities, and provides procedures on how parents may submit items. (1573)
CM3.7	The school has a bulletin board near the front entrance that includes information on home support for learning, announcements, parent activities, and provides procedures on how parents may post information. (1574)
Education - Parent-Child Interactions	
ED1.1	The school provides parents with practical guidance to maintain regular and supportive verbal interactions with their children. (1576)
ED1.2	All-school events (e.g., Family-School Nights) include parent-child interactive activities. (1577)

ED1.3	Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (1578)
Education - Family Resource Library	
ED2.1	The school provides a Family Resource Library that includes materials with information about parenting and parents' roles in children's education. (1579)
Education - Training for Parents and Other Classroom and Office Volunteers	
ED3.2	The school encourages parents to volunteer and provides orientation and training for them. (1580)
ED3.2	The school provides inter-generational associations in which parents or community volunteers assist in the classroom. (1581)
Education - Courses and Workshops for Parents	
ED4.1	Parent education programs include some multi-session group experiences with specific agendas (1582)
ED4.2	Parent education programs are led by trained parent leaders. (1583)
ED4.3	The school offers parent education programs focused on building skills relative to the curriculum of the home (what parents can do at home to support their children's learning). (1584)
ED4.4	The school provides parents with practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home. (1585)
ED4.5	The school provides parents with practical guidance to encourage their children's regular reading habits at home. (1586)
ED4.6	The school provides parents with practical guidance to model and encourage respectful and responsible behaviors. (1587)
ED4.7	The school provides parents with practical guidance on the learning standards. (1826)
Education - Professional Development for Teachers	
ED5.1	Professional development programs for teachers include assistance in working effectively with parents. (1588)
Education - Open House	
CT1.1	The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed to teachers, school personnel, parents, and students. (1558)
Connection - Parent-Teacher-Student Conferences	
CT2.1	Parent-teacher conferences are held at least twice a year and include students at least once a year. (1590)
CT2.2	Parents are given opportunities at parent-teacher conferences to discuss both their children's progress in school and their children's home-based study and reading habits. (1591)
CT2.3	All teachers use a common agenda with Next Steps for teachers, parents, and students in the parent-teacher (and parent-teacher-student) conferences. (1592)
CT2.4	Records of persons attending parent-teacher conferences and Next Steps are maintained and provide teachers in subsequent years. (1827)
Connection - Welcoming Place	
CT3.1	Office and support staff are trained to make the school a "welcoming place" for parents. (1593)
CT3.2	The school team annually conducts a "walk-through" the school, parking lot, and grounds to suggest ways to make the school a more welcoming place. (1848)
CT3.3	The office staff provides families and visitors with a friendly letter of greeting that explains the School and Classroom Visit Procedures. (1849)
CT3.4	A suggestion box is prominently located and invites ideas for making the school a more welcoming place. (1850)

CT3.5	School personnel met in the hallways are friendly and offer assistance. (1851)
CT3.6	Signs at all school entrances clearly welcome and guide families and visitors to the main office to sign in. (1852)
Connection - Family-School Nights	
CT4.1	The school provides Family-School Nights where families and school personnel get to know each other and discuss their mutual roles in students' learning. (1594)
CT4.2	Family-School Nights include interactive, parent-child activities. (1853)
Connection - Home Visits and Home Gatherings	
CT5.1	The school maintains a program of Home Visits by teachers, staff, and/or trained community members. (1596)
CT5.2	The school maintains a program of Home gatherings, with groups of parents meeting in a home with a teacher. (1597)
Connection - Other	
CT6.1	The school provides a room for parents to meet. (1599)
CT6.2	The school provides "intra-generational associations" in which students of different ages are brought together to learn. (1595)
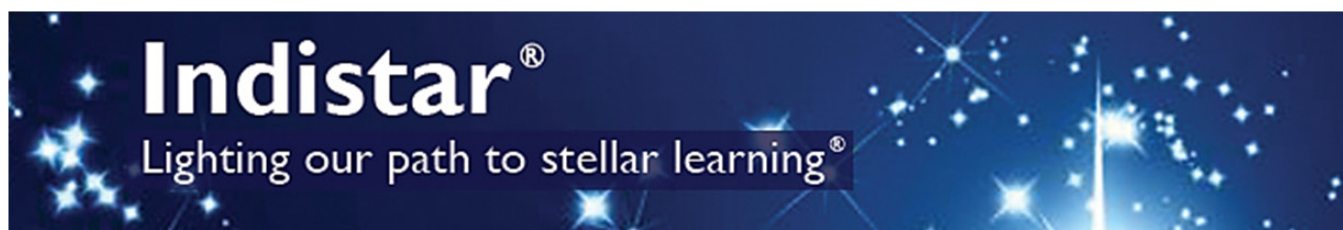
Rapid Improvement Leader Indicators

Initial Analysis and Problem Solving	
TLA1A	Rapid Improvement leader makes an action plan so that everyone involved knows specifically what they need to do differently.
TLA1B	The Rapid Improvement leader personally analyzes data about the organization's performance to identify high-priority problems that can be fixed quickly.
Driving for Results	
TLA2A	Rapid Improvement leader first concentrates on a very limited number of changes to achieve early, visible wins for the school.
TLA2B	Rapid Improvement leader makes changes that deviate from organization's norms and rules if necessary to gain visible wins.
TLA2C	Rapid Improvement leader implements an action plan in which change is mandatory for all staff, not optional.
TLA2D	Rapid Improvement leader replaces or redeploys some staff as necessary based on careful examination of skills and readiness for change.
TLA2E	Rapid Improvement leader quickly discards tactics that don't work and spends more resources and time on tactics that work.
TLA2F	Rapid Improvement leader reports progress but keeps school's focus on high goals.
Influencing Inside and Outside the School	
TLA3A	Rapid Improvement leader motivates others inside and outside the school to contribute to success.
TLA3B	Rapid Improvement leader uses various tactics to help staff empathize with those they serve and be motivated for change.
TLA3C	Rapid Improvement leader works hard to gain the support of trusted influencers among staff and community.
TLA3D	Rapid Improvement leader silences critics with speedy success on "quick win" objectives.
Measuring, Reporting, Improving	
TLA4A	Rapid Improvement leader sets up systems to measure and report interim results often.
TLA4B	Rapid Improvement leader shares results in open-air meetings to hold all staff accountable for results and to focus on solving problems.

Sample Wise Ways®

Indicator: The principal participates actively with the school's teams. (56)

Evidence Review:

The principal's role is not only to share leadership, but to build the leadership capacity of others in the school. The principal provides the organizational attention to the school's teams to keep them focused and productive. The principal is the guardian of sound practice and challenger of questionable teaching, but also teaches and encourages others to do the same. The principal is the scheduler and convener, making it possible for teams of decision-makers to meet and perform. The principal is the executor of plans laid by decision-making teams.

Saying that the principal is the "instructional leader" of the school has become cliché. What exactly does it mean? Marzano (2003) points out that "one of the common misconceptions about leadership at the school level is that is should reside with one individual--namely the principal" (p. 174). It seems, however, that one aspect of the contemporary principalship is not disputed: The principal is the focus keeper, consistently pointing to improved student learning as the central objective of the school. With that understood, leadership is shared among teachers, support staff, parents, and, in some cases, the students themselves in order to achieve that objective. In addition to setting the climate of high expectations for student achievement, Marzano explains that "effective leadership for change is characterized by specific behaviors that enhance interpersonal relationships" (p. 176). Helping teams function effectively is part of this important aspect of the principal's job.

Source: Sam Redding, The Mega System. Deciding. Learning. Connecting. A Handbook for Continuous Improvement Within a Community of the School.

References and other resources

Marzano, R. (2003). What works in school: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.

For Special Education

Evidence Review

Special education presents one of the major challenges facing school leaders in this era of comprehensive school reform. Today, schools must provide students with disabilities appropriate access to the general curriculum and effective instructional support. Student progress must be monitored closely and demonstrated through participation in assessment efforts. Research suggests that the principal's role is pivotal in the special education process.   As expectations and pressures have continued to rise, principal leadership in school reform has become increasingly more important (National Association of Elementary School Principals [NAESP], 2001a, 200lb; National Staff Development Council [NSDC], 2001). It has long been recognized that effective principals are capable instructional leaders and skilled site-based managers (Peterson & Deal, 1998). Their leadership is pivotal for the improvement of educational opportunities for all students, especially those with unique learning needs.

As noted in Implementing IDEA: A Guide for Principals (CEC & ILIAD, 2001), "The principal's values, beliefs, and personal characteristics inspire people to accomplish the school's mission" (p. 19). Principals who genuinely believe that the school's mission is achieving academic success for all communicate this value to their internal and external audiences. They collaborate with others to develop effective learning teams and communities.   They ensure that staff members have the support and resources needed—e.g., common planning time, manageable teaching schedules, heterogeneous classroom rosters, professional development opportunities, skilled paraprofessionals—to perform their jobs well (Sage & Burrello, 1994; Walther-Thomas et al., 2000). These leaders see themselves as stewards and coaches in the development of a school culture of inclusiveness (Burrello & Lashley, 1992; National Association of State Boards of Education [NASBE], 1992; National Council on Disability [NCD], 1995; National Research Council [NRC], 1997; NSDC, 2001).

Effective principals encourage teacher leadership, team learning, flexibility, and collegial self-governance (Rea, McLaughlin, & Walther-Thomas, 2002). As such, they emphasize innovation, collaboration, and professional growth. They maintain a clear focus on powerful academic outcomes for all learners (CEC, 1994; Klingner, Arguelles, Hughes, & Vaughn, 2001; National Commission on Teaching and America's Future [NCTAF], 1996). Of particular relevance to this discussion, in a study of 32 schools implementing inclusive education practices for

students with disabilities, Villa, Thousand, Meyers, and Nevin (1993) found that administrative leadership was the most powerful predictor of positive teacher attitudes about this process.

Schools that embrace significant and lasting changes engage in a process of reculturing in which new expectations, structures, and patterns emerge to support initiatives (Fullan, 2001, p. 44). Principals play critical roles as facilitators in reculturing efforts, which are recognized as the sine qua non of progress (Kouzes & Posner, 1995). That is, their commitment and leadership provide support and reassurance for teachers, students, specialists, and others about the value of their efforts. They reinforce their stakeholders' efforts by addressing tough issues that arise and recognize the efforts of others through the team process.

Source: DiPaola, M. F., Walther-Thomas, C. (2003). Principals and special education: The critical role of school leaders (COPPSE Document No. IB-7). Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education.

References and other resources:

Center on Personnel Studies in Special Education: http://www.copsse.org

Indicator: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069)

Evidence Review:

Learning activities, the assignments given to each student targeted to that student's level of mastery, should be carefully aligned with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test. An Instructional Team's unit plans include a description of each leveled and differentiated learning activity, the standards-based objectives associated with it, and criteria for mastery. These activities become arrows in the teacher's quiver of instructional options for each student.

The unit plan aligns the curriculum to standards and benchmarks. The next step is to align the curriculum to instruction. This is where the real fun begins – teachers sharing their most successful instructional strategies for meeting each objective in the unit of instruction. Unit plans level each objective into three tiers – target, enhanced, and prerequisite. The unit plans also differentiate learning activities among various modes of instruction – whole-class instruction, independent work, small-group and center-based activities, and home¬work. The activity instructions provide the detail that enables any teacher to use the learning activity, and also become a means of explaining the activity to students.

Examples of Objectives in a Unit Plan

Target Objective: The student will be able to name the four primary directions on a navigational compass. (This is an objective at the level of general knowledge.)

Criteria for Mastery: Given a blank compass face, the student will write the name of the four primary directions in the correct locations.

Pre-test/Post-test Item: Mark the four primary directions on the blank compass face.

Prerequisite Objective: The student will be able to identify the four primary directions on a navigational compass by matching the points to a list of North, South, East, West. (This is an objective at the level of general knowledge.)

Enhanced Objective: The student will be able to write a short paragraph explaining the positions of the four primary directions on a navigational compass. (This is an objective at the comprehension level.)

Source: Sam Redding, Handbook on Restructuring and Substantial School Improvement.

Evidence Review:

Work Time is the classroom time when the teacher is not teaching the whole class, but students are learning in either an independent (individual) mode or in various small-group configurations. During Work Time, the teacher has an opportunity to individualize instruction by drawing from the learning plan grids for the unit to create Student Learning Plans to guide each student's activities. The following pages show examples of Student Learning Plans for students who are able to read and follow directions. Simpler forms using symbols and colors work well with kindergarten and first-grade students. The Student Learning Plan is the teacher's vehicle for individualizing instruction and establishing a classroom culture that encourages student-directed work and accountability.

Source: Sam Redding, The Mega System. Deciding. Learning. Connecting. A Handbook for Continuous Improvement Within a Community of the School.

References and other resources:

National Academy of Science. (1996). National science education standards. Washington, DC: National Academy Press.

For Special Education

Evidence Review

To begin an exploration of assistive technology and its relationship to education, an understanding of the legal definitions of assistive technology devices and services are certainly necessary. These definitions are:

Assistive technology device means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of students (or individuals) with disabilities.

Assistive technology services means any service that directly assists a student (or individual) with a disability in the selection, acquisition, or use of an assistive technology device." The term includes: a) evaluation of needs, b) purchasing, leasing or otherwise providing for acquisition, c) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing, d) coordinating and using other therapies, e) training or technical assistance for the student (or individual) and family, and f) training or technical assistance for professionals, employers or other individuals who provide services. (IDEA, 1997).

The use of appropriate assistive technology in the education process increases the potential for persons with disabilities to succeed in independent living and to engage in productive employment, as well as to enjoy an improved quality of life. With the definitions and required consideration of assistive technology devices and services now included in federal law, U.S. educational systems are struggling to meet their obligations for assistive technology to be appropriately included in planning and implementing the individualized education programs (IEP) of students with disabilities. Knowledge of policy, research and best practice in the field of assistive technology is critical to meeting these obligations, and the need for such knowledge is growing. Teachers must be able to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. Teachers must also understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice. Teachers should apply technology resources, including assistive technologies, to enable and empower learners with diverse backgrounds, characteristics, and abilities in order to facilitate equitable access to technology resources for all students (ISTE, 2000).

 Because of laws like the Individuals with Disabilities Education Act (IDEA 1997) which require that schools educate children who have disabilities in general education classrooms whenever possible, and that assistive technology devices and services to be considered, current and upcoming teachers are in need of additional instruction concerning how to best utilize assistive technologies to support students with disabilities in general education classrooms.

Source: A Review of Policies, Standards, & Curriculum Integration from 1997 through 2000 Involving Assistive Technology and the Individuals with Disabilities Education Act by Elizabeth M. Dalton, M.Ed.

For English Language Learners

Teachers must make appropriate modifications in planning and implementing instruction based on data for English language learners to allow for variations in time allocation, task assignments, and modes of teacher communication and student response. Teachers should use multiple assessments to measure English language learners' progress in achieving academic standards and native language standards, and in attaining English proficiency. Assessment results should be used to inform classroom teaching, monitor student progress, and communicate with ELLs and their families.

Teachers must also create opportunities where ELLs work together with their native English-speaking peers to develop listening, speaking, reading, and writing skills for the purpose of learning grade-level academic content. This group interaction will benefit ELL students with sufficient English proficiency because they will have more language directed at them, and they will be asked to produce more academic English as they interact with their peers. In arranging such group experiences, the teacher must exercise caution to ensure that ELL students participate in groups with which they have sufficient comfort.

Lucas and Freedson-Gonzalez (2008) explain that teachers must be skilled at identifying the language demands of a lesson so that they can make the content accessible for ELLs. For example, students are often asked to use language persuasively, to compare and contrast ideas, or to draw inferences in various assignments. In order for ELLs to master these required skills, teachers must have the knowledge to explicitly teach the academic language requirements as they teach the content material to ELLs.

References and other resources:

Assistive Technology and Inclusion by Terence W. Cavanaugh, Ph.D. College of Education and Human Services, University of North Florida.

Lucas, T., Villegas, A.M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English Language Learners. Journal of Teacher Education, 59, 361-373.

National Dissemination Center for Children with Disabilities http://www.nichcy.org/disability

National Center On Accessible InformationTechnology in Education www.washington.edu/accessit

The George Washington University Center for Equity and Excellence in Education. (2008). Promoting Excellence: Guiding Principles. Arlington, VA.