

Framework for Learning: Self-Assessment & Goal Setting

School improvement teams can employ the following scale to evaluate the extent to which critical features of effective teaching and learning are currently incorporated into instructional practice and organizational structure.

5	4	3	2	1	0
Extensively	Frequently	Fairly regularly, but need greater emphasis	Occasionally	Rarely	Never

___ Curriculum is mapped (sequenced and paced), appropriately aligned with standards and assessments, prioritized to better meet student needs.

___ Curriculum incorporates higher level thinking and workplace skills (which are clearly defined and consistently addressed).

___ Curriculum emphasizes diversity and multicultural perspectives.

___ Curriculum is clearly written, articulated (pre-K through 12), and used consistently by teachers.

___ Curriculum and instruction are designed to ensure reading and math literacy (by second grade) and to maintain on grade level performance (throughout elementary grades).

___ Curriculum priorities are supported by adequate materials, technology, and planning time.

___ Curriculum priorities are supported by appropriate use of instructional assistants and/or volunteers.

___ Curriculum priorities are supported by appropriate professional development opportunities including mentoring.

___ Curriculum expectations are appropriately communicated to parenting adults and community members.

___ Teachers collaborate to develop integrated, connected instructional units (which are available to other educators).

___ Teachers believe that *all* students can learn and act in ways that ensure student success--attempting to reach students who appear to not care about learning and to stimulate capable students with challenging activities.

___ Students experience academic success, strive for their own “personal bests,” and exhibit motivation to learn.

___ Instructional time (schoolwide and in classrooms) is protected (e.g., minimal to no interruptions, quality blocks of time, high levels of on-task student behavior).

___ Schoolwide learning environment is welcoming and supportive with clear and consistent incentive and discipline policies in place.

___ Teachers ensure a learning climate with order, supportive relationships, academic risk taking, and positive attitudes toward learning.

___ Teachers clearly communicate learning expectations to students and actively monitor student performance to ensure attainment of objectives.

___ Instruction addresses the “why” question (“Why do we have to learn this stuff?”) by providing academic tasks that are relevant, worthwhile, and within the students’ abilities.

___ Teachers use a wide range of effective, interactive, student-centered teaching strategies including true

cooperative learning, activators, think-pair-share, KWL, mind maps, graphic organizers, mnemonics, etc.

- Teachers differentiate instruction to meet diverse student needs (e.g., incorporating appropriate technology; addressing Multiple Intelligences; providing assistance and tutoring; preteaching, remedial, and enrichment opportunities).
- Teachers effectively manage students when using differentiated, multitask structures (i.e., keeping students working productively when several instructional activities are happening simultaneously).
- Teachers require students to transfer learning by requiring its use in varied academic situations (and subjects) and simulated experiences.
- Instruction incorporates authentic learning experiences (and projects) requiring students to assume real-world roles and to exhibit skills of productive citizenship such as making decisions, solving problems, and investigating topics like they will in life after school.
- Instruction incorporates teaching students the tools *of lifelong learning* by specifically teaching the skills of higher level thinking and self-directed learning and by requiring students to practice those skills through meaningful learning experiences.
- Instruction promotes respect and empathy among students of different socioeconomic and cultural backgrounds.
- Instruction is extended by appropriate homework consistent with collaboratively developed schoolwide policies.
- Instruction incorporates assessment-like practice and is designed to give students skill and confidence when performing on standardized and other required assessments.
- Teachers provide lesson plans to ensure that students experience productive and appropriate learning experiences with substitute teachers.
- Educators within the school provide the extra support necessary for high needs students to achieve school success.
- Teachers' decisions about instructional groups are consistent with students' academic and affective needs (e.g., heterogeneous, homogeneous skills groups, flexible & fluid groupings).
- Teachers have adequate opportunities for professional development activities that are aligned with school improvement priorities.

- Benchmark assessments (aligned with prioritized curriculum) are given at regular, designated intervals.
- Assessments range from traditional (requiring students to primarily recall information) to alternative (requiring the use of higher level thinking skills and application of knowledge).
- Assessment results are used to gear instruction to student needs and to provide timely remediation, enrichment, acceleration, tutoring, etc.
- Assessments are structured for student success by incorporating additional opportunities for students to improve results.
- Assessments are reliable in determining the quality of student performance based on the consistent use of rubrics, rating scales, and other evaluation tools.
- Assessment results are communicated to parenting adults in addition to conferencing and goal setting.
- Assessment results are reported in longitudinal records and/or portfolios which are accessible to teachers.

- Administrative leadership and school faculty are actively involved in developing school improvement goals and are fully committed to achieving them.
- Administrative leadership and school faculty are provided appropriate guidance, resources, support, and encouragement to achieve school improvement priorities.
- Administrative leadership and school faculty are held accountable for results on school improvement through regular monitoring and interactive feedback/problem solving sessions.
- Open communication, professional risk taking, collaborative decision making, and timely follow through ensure schoolwide emphasis on improvement priorities.
- School improvement efforts are supported by appropriate vertical and horizontal team structures and adequate time to collaborate.
- School policies and practices ensure that all students experience equity and access to high-quality curricular and instructional programs.
- Schoolwide placement and grouping of students is strategic rather than random and is consistent with research on best practice (i.e., students not underplaced, students not inappropriately placed, students experience varied short and long term groupings).
- Teachers and school administrators incorporate advocated practices learned in professional development activities.
- School policies and practices ensure a seamless and successful transition for students as they cross grade and school levels.
- School educators provide a range of options to encourage parenting adults and community members to be actively involved in the education of children.
- School educators collaborate with community agencies to meet the survival needs of families.
- School educators emphasize and model the importance of learning by holding high expectations, setting goals, and working persistently to achieve them.
- Everyone in our school community holds high expectations for student learning and acts in ways that communicate the importance of education.
- As students leave our school, they exhibit traits of self-directed, lifelong learners who can successfully use the essential “tools” of thinking and productive living.

