



A GUIDE FOR AN ACADEMIC REVIEW

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Spring 2014

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Teaching and Learning

Indicator	Descriptors
<p>TL.1 A written curriculum guides planning, instruction, and assessment in each content area.</p>	<ul style="list-style-type: none"> • The curriculum is aligned with the Arkansas Curriculum Frameworks. • The implemented curriculum is aligned with the written curriculum. • The content and sequence of the implemented curriculum are rigorous and promote mastery of learning. • The implemented curriculum accommodates the learning needs of all students while maintaining consistent expectations for high academic performance. • The implemented curriculum is: <ul style="list-style-type: none"> ○ Aligned to appropriate age and developmental levels. ○ Responsive to cultural diversity. ○ Connected to other content areas. ○ Stated in student-friendly terms. ○ Communicated to all students. ○ Connected to continuing education, life, and career options.
<p>TL.2 Teachers use effective and varied instructional strategies.</p>	<ul style="list-style-type: none"> • Instruction is designed to provide students with multiple opportunities for critical thinking, problem solving, and real-world application of learning. • Instructional strategies are aligned to the district curriculum and current research. • The selection of instructional strategies is informed by ongoing student assessment. • Varieties of strategies are used for each lesson to provide continuous student engagement. • Units of study are standards-based and focus on guiding and essential questions.
<p>TL.3 Instruction meets the learning needs of all students.</p>	<ul style="list-style-type: none"> • Instruction is differentiated based on the individual needs of the students. • Teachers use a variety of student-centered, culturally responsive instructional strategies. • Instruction <i>routinely</i> accommodates various learning styles, multiple intelligences, and brain research. • Learning is scaffolded for students needing additional support to reach mastery. • Learning is accelerated for students at mastery level when unit of study begins.
<p>TL.4 Integrated technology is embedded into instructional practices.</p>	<ul style="list-style-type: none"> • Technology is readily available and equitably accessible by all students. • Teachers continuously work to build capacity for student use of technology tools. • Teachers appropriately use technology as an integral part of instruction in all content areas. • Varieties of electronic resources (e.g. digitized textbooks, voice to text) supplement instruction to support the implemented curriculum. • Technology is regularly used to expand the classroom into the community (e.g. virtual tools, international pen pals, WebQuests).

<p>TL.5 The use of technology is student-centered and extends learning.</p>	<ul style="list-style-type: none"> • Students routinely use technology to learn content. • Teachers support students in making choices in the use of technology to extend their learning. • Technology is used by students to create products for various purposes, audiences, and situations. • Students have multiple opportunities to use technology to demonstrate learning.
<p>TL.6 Assessment tasks are frequent, rigorous, and require student to use critical thinking skills at a proficient level.</p>	<ul style="list-style-type: none"> • Assessment tasks are aligned to the Arkansas Curriculum Frameworks. • Assessment is an integral component of instruction. • Assessments routinely require students to complete a variety of activities (open-response questions, experiences with various types of reading, converting data to graphs, and the use of technology). • Formative assessments are used daily to monitor student progress. • The use of end-of-chapter textbook-generated assessments is limited.
<p>TL.7 Assessments are designed to provide meaningful feedback on student learning.</p>	<ul style="list-style-type: none"> • Assessment tasks require valid and appropriate demonstrations of what students know and are able to do. • A variety of assessments (e.g. real world, authentic, and performance-based) are frequent and consistently used to ensure continuous student progress. • Students receive timely and specific feedback from teachers and are encouraged to use the feedback to strengthen future performances. • Students reflect upon and formally evaluate their own performances. • There are multiple opportunities for students to choose how they demonstrate their learning. • Strategies for improving student performance are regularly identified, discussed, and implemented in the classroom.
<p>TL.8 Teachers analyze assessment data and student work to inform instruction.</p>	<ul style="list-style-type: none"> • Individual teachers regularly analyze the work of their own students to inform their instructional planning. • Formative assessments are used on a daily basis to inform immediate instructional delivery. • Teachers meet regularly and collaboratively analyze student work to inform school-wide instructional and curricular decisions. • Assessment tasks are regularly reviewed with school leadership and appropriate feedback is provided to teachers in developing and using rigorous assessments.
<p>TL.9 Performance standards are clearly communicated, evident in the classroom, and observable in student work.</p>	<ul style="list-style-type: none"> • Students can articulate what they should and be able to do to be proficient on a task. • Classroom assessment tasks allow students to demonstrate rigorous work as described in the content level performance standards. • Models of student work and/or teacher-made examples are used to clarify tasks and to show distinctions between the levels of performance. • Clearly defined rubrics are used for all tasks requiring original student work. • Teachers share rubrics with students prior to the assessment activity. • Leadership ensures teachers provide regular and meaningful communication to families about expectations for students' academic progress.
<p>TL.10 Additional assistance is provided to support learning beyond initial classroom instruction.</p>	<ul style="list-style-type: none"> • Additional support (e.g. remediation, intervention, accelerated learning), based on student need, is available to all students. • A process is in place to determine the need for additional support. • Support programs and services are coordinated, modified, and evaluated regularly to meet the needs of all students. • Extracurricular programs support student learning; all students have equitable access.

Culture and Climate

Indicators	Descriptors
<p>CC.1 Mission and beliefs statements guide decision-making and practices.</p>	<ul style="list-style-type: none"> • Representatives of the diversity of the school collaborate to develop the school's belief statements (including mission and vision). • Belief statements are annually reviewed and revised when needed. • School leadership and staff facilitate ongoing leaning experiences designed to encourage family and community members to share in the school's vision of student success. • All members of the school community continuously support and reinforce the belief statements. • The belief statements are used for all decision-making including designing instructional programs.
<p>CC.2 Leadership facilitates and supports a safe and orderly learning environment.</p>	<ul style="list-style-type: none"> • Resources are allocated to provide a clean, safe, and orderly learning environment. • All established policies and procedures to minimize disruptions to instructions are continuously implemented by all. • Academic and behavior standards are well defined, clearly communicated to students, and equitably applied throughout the learning environment.
<p>CC.3 Leadership establishes procedures and creates experiences that foster the belief that all children can learn at high levels.</p>	<ul style="list-style-type: none"> • The school community demonstrates a commitment to high academic expectations for all students. • Instruction in all classrooms is differentiated to meet the learning needs of students. • Additional support to reach mastery is provided to all student based on need. • School leadership provides opportunities for teachers to regularly share innovative practices (e.g. novel instructional strategies, effective resources, technology integration) • School leadership arranges for teachers to meet collaboratively to discuss the teaching and learning that leads to the success for all students.
<p>CC.4 Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.</p>	<ul style="list-style-type: none"> • High academic expectations are demonstrated through: <ul style="list-style-type: none"> ○ Implementation of a rigorous curriculum. ○ Authentic assessments and learning tasks require students to use high-order thinking skills. ○ Differentiated instruction designed to scaffold learning. • High behavioral expectations for all students are demonstrated through: <ul style="list-style-type: none"> ○ Collaboratively developed behavior standards designed to move all students toward self-discipline and responsibility. ○ Consistent implementation of established behavior standards.
<p>CC.5 The professional role of teachers in student success is recognized by all.</p>	<ul style="list-style-type: none"> • Teachers acknowledge the impact of their instructional effectiveness on the success of their students by regularly reflecting on and changing their classroom practices as needed for student success. • Leadership acknowledges the link between teacher effectiveness and student achievement. • Teachers collaboratively and individually analyze student work to inform instructional practice. • Teachers utilize the evaluation process and professional development as opportunities to improve performance. • Students regularly provide feedback on teacher's instructional effectiveness and teachers use the feedback to improve classroom practice.

<p>CC.6 Teachers and staff inspire the best efforts of the students as evidenced through classroom practices.</p>	<ul style="list-style-type: none"> • There are frequent and meaningful interactions between students and staff regarding academic performance, attendance, behavior, and individual student needs. • Staff members use appropriate praise and positive reinforcement to motivate students to high levels of achievement. • Expectations for students are outlined before the unit of study begins. • Teachers consistently provide specific feedback on performance to guide all students to proficiency. • A risk-free classroom environment is established where wrong answers and student questions are treated respectfully and are seen as important learning activities.
<p>CC.7 Support is provided for the physical, cultural, socioeconomic, and intellectual needs of all students.</p>	<ul style="list-style-type: none"> • Multicultural considerations and teachers' commitment to equity are reflected in instructional practices and seamlessly integrated into the curriculum. • The appreciation for cultural diversity is present throughout the building. • Faculty and staff are well trained on how to support the specific student diversity within the building.
<p>CC.8 Student achievement is high valued and publicly celebrated.</p>	<ul style="list-style-type: none"> • Clearly defined procedures are in place for regularly and equitably recognizing and celebrating the accomplishments of students. • Teachers consistently display high-quality student work with scoring rubrics in classrooms and throughout the building to serve as models. • Student academic achievement is publicly shared with the community.
<p>CC.9 Families and community members are active partners in the educational process of all students.</p>	<ul style="list-style-type: none"> • School leadership implements procedures that ensure effective recruitment of family and community members in supporting the school's mission. • Families and community members are involved in significant ways (e.g. volunteers, partnerships, etc.) to remove barriers to learning for all students. • Interactive communication among all stakeholders is meaningful, ongoing, and promotes and improves services for all students.
<p>CC.10 Multiple strategies are in place to communicate with families and the community.</p>	<ul style="list-style-type: none"> • Leadership has implemented procedures guiding interactive school/home communication • Teachers use a variety of strategies to communicate regularly with families through two-way conversations about individual student progress (e.g. telephone, text, Web pages, email, home visits). • Leadership communicates regularly with families and community members about the goals for school improvement and the progress toward these goals. • Student progress reports with specific explanations of student performance are sent home regularly. • Teachers involve students (e.g. student-led conferences, journals, portfolios, etc.) in reporting student progress to families.

Leadership

Indicator	Descriptors
<p>LD.1 Leadership facilitates a shared vision that is focused on student success.</p>	<ul style="list-style-type: none"> • Leadership knows and understands the end toward which the school is striving. • Leadership works continuously to keep a shared vision of success in the forefront. • Leadership ensures that change efforts are focused on the school improvement plan
<p>LD.2 Leadership monitors instructional practices to ensure alignment with the changing needs of a diverse student population.</p>	<ul style="list-style-type: none"> • Leadership reviews and provides feedback on lesson planning. • Focused observations are systematically conducted with specific feedback provided to guide teachers in improving instruction. • Leadership provides teachers with focused feedback to encourage self-reflection of professional practices. • Leadership ensures instructional strategies, activities, and content are intentionally responsive to various learning needs. • Leadership regularly shares with all staff trend data on instructional practices and student achievement.
<p>LD.3 The instructional leadership needs of the building are identified and a plan is in place to address them.</p>	<ul style="list-style-type: none"> • The school improvement plan identifies the instructional leadership needs including teachers as leaders. • School administrators collaborate with district personnel to select professional development that addresses their needs. • School leadership has the knowledge to recognize good instructional practices. • The instructional leader supports teaches in providing effective instruction to all students.
<p>LD.4 The organizational infrastructure is monitored by leadership to sustain continuous school improvement.</p>	<ul style="list-style-type: none"> • Leadership monitors and modifies instructional programs, organizational practices to facilitate continuous school improvement. • Leadership evaluates the impact of team planning on student performance and makes adjustments as necessary. • Leadership establishes procedures to identify and refer students for additional support (i.e. health programs, learning support, and social services). • The school collaborates with community agencies in planning and implementing specific actions to reduce barriers to student learning.
<p>LD.5 Leadership ensures instructional time is used effectively.</p>	<ul style="list-style-type: none"> • Leadership implements procedures to protect instructional time and minimize interruptions. • Classroom management and organizational practices (e.g. taking attendance, distributing supplies) are structured to ensure instructional time is maximized. • Meaningful and cognitively engaged instruction occurs in all classrooms from bell-to-bell. • Programs occurring during instructional time (e.g. assemblies, field trips) reinforce specific learning goals, extend classroom instruction, and occur at appropriate points in the curriculum.

<p>LD.6 Leadership uses the formal evaluation process to strengthen the instructional capacity of the staff.</p>	<ul style="list-style-type: none"> • Leadership establishes a climate where teachers see the evaluation process as an opportunity for improvement. • Teachers are provided with follow-up and support (e.g. professional development, fiscal resources, materials) to ensure the evaluation process results in improved instructional practices. • Professional growth plans are collaboratively developed, based on data, and focus on the instructional needs of the teacher. • Leadership encourages highly effective teachers to undertake challenging assignments.
<p>LD.7 A school leadership team meets regularly and provides an opportunity for shared leadership</p>	<ul style="list-style-type: none"> • Leadership establishes and supports a leadership team to build internal capacity (e.g. technology integration, school improvement implementation, strategic planning). • Representatives include certified and non-certified that are highly committed to the school improvement effort. • Procedures are in place and training is provided for the effective operation of the leadership team. • The leadership team disaggregates and analyzes data as part of the decision-making process. • The leadership team monitors the progress toward the success of school improvement.
<p>LD.8 Leadership allocates and intentionally assigns staff to maximize opportunities for student learning.</p>	<ul style="list-style-type: none"> • Leadership implements procedures to ensure staff assignments address specific student needs based on analysis of data. • Staff strengths are matched with the needs of students. • The master schedule and classroom assignments maximize opportunities for resource sharing, mentoring, and horizontal/vertical collaboration. • Instructional assistants are assigned to effectively implement programs and meet the learning needs of students. • Student groupings are based on instructional needs and provide for flexible grouping and regrouping.
<p>LD.9 Leadership effectively plans and allocates resources.</p>	<ul style="list-style-type: none"> • Allocation of resources (e.g. fiscal, human, physical, time) by school leadership is equitable, consistent with the school vision and the goals for students learning. • Leadership ensures varieties of instructional materials are integrated to all lessons to promote active learning. • Resources (e.g. time, space, people, money, materials) are used to support teacher collaboration and team planning to meet the individual learning needs of all students.
<p>LD.10 The principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.</p>	<ul style="list-style-type: none"> • The principal serves as the instructional leader of the school and regularly engages staff and students in conversations focused on academic performance. • The principal demonstrates knowledge of Arkansas Curriculum Frameworks and assists staff members with effective implementation. • The principal conducts frequent classroom observations and provides timely feedback to staff on their instructional practices. • The principal collaborates with staff members to sustain a supportive, safe, orderly, equitable, and healthy learning environment for teachers and students. • The principal actively sustains a focus for effective change that leads to high student achievement. • The principal has organizational direction, develops distributed leadership capacity, and maximizes the use of resources in order to support high student and staff performances.

Continuous Improvement

Indicators	Descriptors
<p>CI.1 A process for reviewing, monitoring, modifying, and evaluating the curriculum is in place.</p>	<ul style="list-style-type: none"> • Both the district and the school have a curriculum committee that meets regularly and uses data to make informed decisions regarding the curriculum. • The district/school develops a process to eliminate curricular overlaps and gaps. • Leadership ensures the implemented curriculum aligns with the written curriculum. • Lesson plans and curriculum documents are available and shared to promote horizontal and vertical team planning.
<p>CI.2 There is an intentional plan to build instructional capacity through continuous growth.</p>	<ul style="list-style-type: none"> • A formal process is in place to identify professional development needs for all staff. • The professional development plan reflects a long-term vision that is reviewed annually. • All teachers participate in professional development that updates their content knowledge and current professional practices (including technology) and results in practices that challenge and motivate students to high levels of learning. • Ongoing, job-embedded professional development provides time for colleagues to reflect, process, and utilize new learning. • Professional development is evaluated to determine implementation and impact. • Faculty meetings are focused on improving teacher practices and student performance.
<p>CI.3 The master schedule reflects opportunities for students to have access to a rigorous curriculum.</p>	<ul style="list-style-type: none"> • Sufficient course offerings are provided for all students to address the Arkansas Curriculum Frameworks. • Specialized/singleton courses are intentionally scheduled to avoid conflict with required offerings. • Students have equitable access to all classes regardless of cultural backgrounds, physical abilities, and socioeconomic status. • Leadership establishes and implements procedures to allow equitable access to a rigorous curriculum for all students.
<p>CI.4 The Local School Board has an intentional focus on student academic performance.</p>	<ul style="list-style-type: none"> • The district/school regularly provides analyses of student data to establish priorities for student academic performance and close achievement gaps among groups. • The actions of the district, school, and Local School Board are aligned to improve student academic performance. • Sufficient resources are allocated to support the academic program.
<p>CI.5 A budget process is in place to allocate resources.</p>	<ul style="list-style-type: none"> • A clearly defined process is in place to allocate budgetary funds to meet the identified needs of the students. • District/school leadership supports staff in obtaining resources from external sources. • Procedures are in place to allow teachers to participate in fiscal decision-making.
<p>CI.6 The school maintains data management system and uses the data for school improvement planning.</p>	<ul style="list-style-type: none"> • A systematic process for collecting, managing, and analyzing multiple sources of data is in place. • Longitudinal data are collected and analyzed in formulating the school improvement needs. • Leadership uses these data to determine strengths and limitations of the school instructional program. • Leadership, in collaboration with the staff, regularly analyzes student data and uses the results to inform decisions. • School profile data reflect the school's overall performance and are disaggregated and analyzed based on appropriate subgroups.

<p>CI.7 School improvement planning efforts include current learning research.</p>	<ul style="list-style-type: none"> • School improvement planning includes an annual review of the latest educational research. • Leadership explores and shares current research with staff. • State academic standards and district learning goals are considered when developing the school improvement plan.
<p>CI.8 A commitment to sustain continuous improvement is evident in the school improvement plan.</p>	<ul style="list-style-type: none"> • The school improvement plan is fully implemented. • Data are collected from all stakeholders; modifications are made to the plan as needed. • Leadership ensures a clear focus on school improvement is maintained throughout the building. • Progress on the implementation of the school improvement plan and the impact on student learning is shared regularly with the school community.
<p>CI.9 The school's improvement plan provides the structure for success.</p>	<ul style="list-style-type: none"> • Goals and activities of the plan are based on the analysis of multiple sources of data. • The desired results for student learning are defined in measurable terms and accompanied by benchmarks. • A focus on closing the achievement gap is intentionally integrated into the plan. • The goals, objectives, and activities are all in alignment. • The plan identifies the resources, timelines, and persons responsible for carrying out each activity. • Activities in the plan are grounded in research and sufficient to achieve the objective. • School leadership continually collects and analyzes data to evaluate the plan's implementation and impact. • Staff members share a sense of responsibility for achieving the goals of the plan.