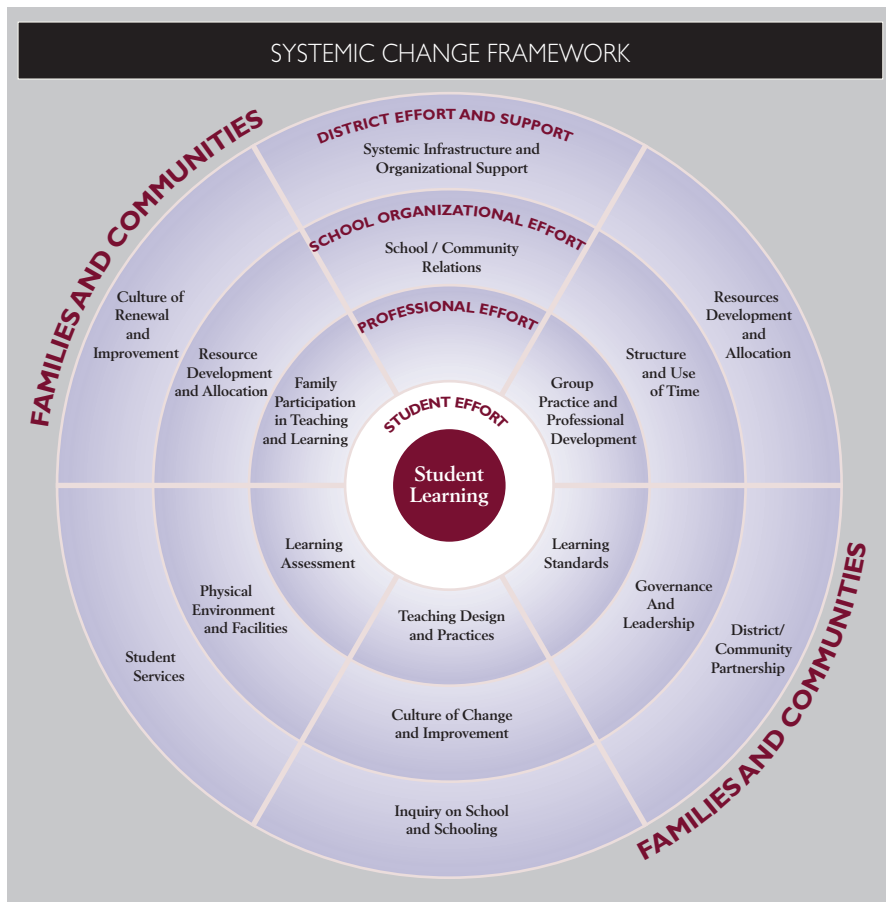


# Systemic Change Framework Rubrics Assessment Handbook

*Rubrics for Urban Schools: Assessing Education for All*

The rubrics in this publication have been designed to help your inclusive schools network assess their current status and identify specific goals for the coming year. Based on the systemic change framework and vignettes from the National Institute for Urban School Improvement's (NIUSI) network of schools, these rubrics provide a yardstick for measuring your improvement efforts.



# A Framework for School Systems

We need a common framework for understanding the change work that we do. The framework must be grounded in the system that we seek to change: public education. For the last seven years, NIUSI has used the Systemic Change Framework to guide its practice in schools (see Figure 1). It helps our district, school, family and practitioner partners understand what part of the system a particular strategy may target. It reminds us all that the core of our work must be successful learning results for students. The framework reminds us that school systems are products of the communities and the families that live there. In the framework, family and community involvement are embedded actions at the district, school and professional levels.

Each element of the framework defines the arenas in which leadership needs to emerge at that level. For instance, districts need to ensure that policies are developed and implemented that help individual schools make the best use of all the resources in a particular building. Schools need to be organized in ways that create space for teachers to have time to plan and learn together. Professionals need to understand and implement robust processes for assessing and teaching their students. Different types of activities and different roles people are highlighted in each of the levels of the framework. Such complex contexts require that strategies are differentiated, complementary, and coherent in order to leverage continuous change and improvement.

## The Inclusive Schools Rubrics: Assessing Improvement

**INTRODUCTION** The following rubrics have been designed to help your inclusive schools network assess their current status and identify specific goals for the coming year using the systemic change framework as the criterion of measurement. Application of the framework through the rubrics provides a yardstick for measuring your improvement efforts.

**ORGANIZATION** The rubrics are aligned with each section of the Systemic Change Framework (SCF). The ratings

level spectrum range from Beginning ↔ Developing ↔ At Standard ↔ Leading. Benchmarks were established based upon evidence from NIUSI's network of schools. The Benchmarks provide a yardstick for measuring your improvement efforts.

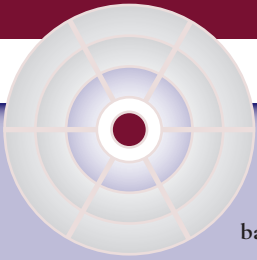
<i>SCF Section</i>	<i>Intended Users</i>
<b>PROFESSIONAL EFFORT RUBRIC</b>	Teachers, Para-Professionals and other professionals who engage in student learning.
<b>SCHOOL EFFORT RUBRIC</b>	School administrators, teachers, parents, community members and other professionals who provide support to the organizational structure of schools.
<b>DISTRICT EFFORT RUBRIC</b>	District administrators, school administrator and, Building Leadership Team Members.

**ASSESSMENT** Each rubric provides a tool for assessing your work according to the standards established in the Systemic Change Framework. When assessing your progress according to the SCF, use concrete examples as specific evidence that chronicles the work that you have accomplished.

**RATING SYSTEM** The ultimate goal is to move your school into a Leading Learning Community. Align the work that you have done to the criterion set in each rubric to determine where your efforts fall along the spectrum. The ratings include the following range: Beginning ★; Developing ★ ★; At Standard ★ ★ ★; and Leading ★ ★ ★ ★.

## Appendices

**APPENDIX A: VIGNETTES** This section provides a set of vignettes that illustrates specific examples at standard.

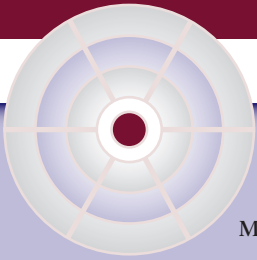


**PROFESSIONAL EFFORT RUBRICS** The first set of rubrics helps assess the work of teachers and other professionals (social workers, psychologist, therapist, etc.) who engage student learning. Make sure that you back up each rating with specific, concrete evidence.

	<b>BEGINNING ★</b>	<b>DEVELOPING ★★</b>	<b>AT STANDARD ★★★</b>	<b>LEADING ★★★★</b>
<b>LEARNING STANDARDS</b>	<ul style="list-style-type: none"> <li>• No collaborative planning; goals set in isolation.</li> <li>• School recognizes that academic goals should be linked to school outcomes and to developing the necessary social and personal skills to accomplish goals with students and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional staff uses dialogue to collaboratively set goals that are targeted towards results for student success.</li> <li>• School community recognizes the need to use student data to set goals but is unsure about how to use data to set new goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Some grade level teams are working collaboratively to meet school goals.</li> <li>• Intermediate timelines to review progress on school goals are set.</li> <li>• Peers engage each other in reflective conversations about improving practice that are grounded in student work and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• The whole school community annually examines comprehensive data and sets learning goals and standards together. Learning goals and standards address the whole person and support post-graduation success. Professional development is embedded in the daily life of the school and supports ongoing improvement of practice tied to the targeted learning goals and standards of both students and adults.</li> </ul>
<b>LEARNING ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Assessment comes at the end of the instructional cycle and is primarily used to determine student progress.</li> <li>• Data about student performance is documented, but not gathered in a systematic way.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is viewed as important to ongoing monitoring of student progress; practitioners use a variety of tools for informing their practice.</li> <li>• Student performance data is available for practitioner use and organized in a systemic and accessible manner</li> </ul>	<ul style="list-style-type: none"> <li>• Practitioners use assessments as a means to inform their own learning about individual and group needs. A variety of achievement and performance tasks provide ongoing information about student learning.</li> <li>• Student performance data across grades and levels are used consistently by practitioners to improve instruction; students and teachers work collaboratively to assess learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments are designed and developed in an equitable and fair manner that eliminates sources of bias or distortion and support personalized instruction for all learners. Students and teacher conduct self-assessments to continuously improve performance. Improvements in student achievement are evident and clearly caused by teachers' and students' understandings of individual student learning, linked to appropriate and effective instructional and assessment strategies. A continuum of learning is evident and no student fails to achieve.</li> </ul>
<b>TEACHING DESIGN AND PRACTICE</b>	<ul style="list-style-type: none"> <li>• Teachers use different approaches to teaching based on their own preferences.</li> <li>• Teachers determine academic needs/learning approaches based on intuition and judgment.</li> <li>• Teachers' practices reflect gaps and differences in their culture competence.</li> <li>• Teaching practices target short-term results.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers discuss learning needs of students and recognize variation in learning needs.</li> <li>• Reflection begins about how to track and analyze student needs, learning approaches, and achievement trends.</li> <li>• Cultural competence is understood to mean more than recognition of student diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Some lesson design and implementation reflects the variation in student learning needs and approaches.</li> <li>• Practitioners begin to work collaboratively to align instruction with standards and assessment with objective indicators of quality student achievement.</li> <li>• Teaching practices reflect a coherent understanding of diversity; differentiated instruction supports individual and group learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Practitioners continuously assess, reflect and improve their practices in response to student and community needs both individually and collectively.</li> <li>• Good to excellent achievement is evident with each and every student.</li> <li>• Practitioners' teaching designs and activities are differentiated, and include multiple measures of student performance based on both individual and collaborative processes.</li> </ul>

## PROFESSIONAL EFFORT RUBRICS

	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
GROUP PRACTICE AND PROFESSIONAL LEARNING	<ul style="list-style-type: none"> <li>Practitioners rely primarily on outside experts for professional development that is set by the district or school administration.</li> <li>Professional development is selected by individual teachers and not necessarily tied to the school goals.</li> <li>Classroom practices are developed primarily in isolation.</li> </ul>	<ul style="list-style-type: none"> <li>Conversations about in-school expertise are conducted.</li> <li>The school community discusses moving from episodic to job embedded professional development. Instructional strengths and needs are identified and tied to student learning standards.</li> <li>Grade level teams collaborate to study their practice and investigate co-teaching models.</li> </ul>	<ul style="list-style-type: none"> <li>Supports are in place for fostering a variety of professional development opportunities within the school. Practitioners identify needs based on group inquiry.</li> <li>Practitioners consistently use a variety of embedded professional development processes, including study groups, inquiry teams, and team teaching. Risk-taking is encouraged.</li> <li>Improved student learning is the primary focus of any professional development conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative networks are in place that support and create a coherent and seamless instructional program for students.</li> <li>Professional development programs for staff focus directly on the knowledge and skills required to fulfill the performance expectations of their roles and to contribute to the achievement of the goals for improvement.</li> <li>A “teaching as inquiry” stance is evident across the school and community wide conversations focus on student and learning.</li> </ul>



**SCHOOL ORGANIZATIONAL EFFORT RUBRICS** The next set of rubrics helps assess the work of the school to support teacher and other practitioner efforts. Make sure that you back up ratings with specific, concrete evidence.

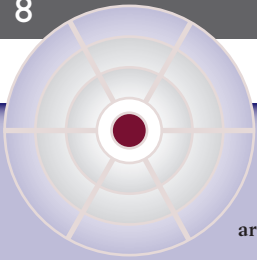
	<b>BEGINNING ★</b>	<b>DEVELOPING ★★</b>	<b>AT STANDARD ★★★</b>	<b>LEADING ★★★★</b>
<b>SCHOOL /COMMUNITY RELATIONS</b>	<ul style="list-style-type: none"> <li>• School climate is not inclusive of individual staff, family, and student experiences.</li> <li>• Students tend to gather in similar peer groups.</li> <li>• The school community primarily relies on punitive discipline strategies.</li> <li>• Rules and policies are created and enforced by school staff. School/community relationships are tenuous and strained.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults begin to include student needs in planning and define student centered learning communities.</li> <li>• Students participate in focus groups and other vehicles for understanding student perspective on the school climate.</li> <li>• The school community begins to gather information on its current approach to supporting positive behavior of all students.</li> <li>• The school begins to evaluate its role in the community and discuss ways to improve this relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• The school community selects and begins implementation of strategies to support student participation and collaboration in decision-making.</li> <li>• Some adults take on student mentoring roles.</li> <li>• Some students assume roles for mentoring, supporting and sanctioning each other's conduct.</li> <li>• The school has provided a variety of ways for community and parents to input into school functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Every student is accepted, has a valued role, and is seen as a contributor to the learning culture.</li> <li>• Students and adults assume responsibility for mentoring, supporting, and sanctioning conduct.</li> <li>• School and community work seamlessly together to create a supportive learning community for all students and adults.</li> <li>• The school extends the school community through collaborative networks of supports for student learning.</li> <li>• Previously non-achieving students enjoy learning with excellent achievement.</li> <li>• Community businesses and homes become common places for student learning, while school becomes a place where parents come for further education.</li> </ul>
<b>RESOURCE DEVELOPMENT AND ALLOCATION</b>	<ul style="list-style-type: none"> <li>• School is a closed, isolated system; partnerships exist primarily for money and materials.</li> <li>• School identifies high turnover of staff as a critical issue related to student achievement.</li> <li>• Resources are allocated categorically; principal makes budgetary decisions based on funding sources and individual teacher requests.</li> </ul>	<ul style="list-style-type: none"> <li>• School has knowledge of importance of partnerships beyond a source of fiscal support.</li> <li>• Leadership team gathers data from teachers that identify issues related to teacher retention and attrition.</li> <li>• Allocation of resources is equitable but not targeted strategically. Leadership team studies budgetary processes from other successful models and develops a plan that aligns resources with school goals.</li> </ul>	<ul style="list-style-type: none"> <li>• School seeks effective win-win business and community partnerships and parent involvement to implement the vision. Some adults take on student mentoring roles.</li> <li>• Desired outcomes are clearly identified. A solid plan for partnership development exists.</li> <li>• Plan for improved leveraging of resources is implemented; feedback loops are used to assess the effectiveness of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Community, parent, and business partnerships become integrated across all student groupings. All knows the benefits of outside involvement. Parent and business involvement in student learning is refined. Student learning regularly takes place beyond the school walls.</li> <li>• Resources are stewarded in such a way that they support the work of schools and practitioners, and are effectively leveraged to support student learning.</li> <li>• Staff turnover is low.</li> </ul>

## SCHOOL ORGANIZATIONAL EFFORT RUBRICS

	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
STRUCTURE AND USE OF TIME	<ul style="list-style-type: none"> <li>• The school is organized around traditional structures; schedule and assignments make collaboration within the school day difficult.</li> <li>• Support services maintain their traditional roles as providers of a particular service, with little integration into classroom instruction.</li> <li>• Traditional policies exist that maintain isolation among teachers during the workday.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level planning time is incorporated into the school day and processes for effective use of this time are developed.</li> <li>• Leadership team develops a plan for integrating support services into classroom instruction time; study groups meet outside of the workday to assess current use of support services.</li> <li>• Leadership team studies existing policies related to structure and use of time to assess how they might better facilitate improved student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Organization of the school day provides time for collaboration within and across grade levels.</li> <li>• Processes for effective use of time are honed and revised, with input from all staff.</li> <li>• School implements the plan for integration of support services staff into the classroom; study groups meet within the workday to assess the effectiveness of the implementation.</li> <li>• Leadership team develops policies that support flexible use of schedules and assignments.</li> <li>• Leadership team support implementation of non-traditional schedules (extended day or year round school) as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• The school is effectively organized to maximize teacher collaboration across grade levels and feeder schools. Planning and reflection time are incorporated into the workday and focus on the improvement of student and adult learning.</li> <li>• All support services staff are an integral part of the planning process among teams and their expertise is honored and valued.</li> <li>• Policies document the school's belief that schedules and assignments must be flexible to ensure effective use of school personnel and time in order to maximize student learning.</li> </ul>
GOVERNANCE AND LEADERSHIP	<ul style="list-style-type: none"> <li>• A shared decision making structure is put into place and discussions begin on how to achieve a school vision. Most decisions are focused on solving problems and are reactive.</li> <li>• School values and beliefs are identified; the purpose of school is defined; a school mission and student learning standards are developed.</li> <li>• A structure for studying approaches to achieving student learning standards is established.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership team is committed to continuous improvement. Leadership seeks inclusion of all school sectors and supports study team by making time provisions for their work.</li> <li>• Leadership team is active on student teams and integrates recommendations from the teams' research and analyses to form a comprehensive plan for continuous improvement within the context of the school mission. Everyone is kept informed.</li> <li>• Some data are collected on student background and trends. Learning gaps are noted to direct improvement of instruction. It is known that student learning standards must be identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership team represents a true shared-decision making structure. Study teams are reconstructed for the implementation of a comprehensive continuous improvement plan.</li> <li>• Decisions about budget and implementation of the vision are made within teams, by the principal, by the leadership team, and by the full staff as appropriate. All decisions are communicated to the leadership team and to the full staff.</li> <li>• There is a systematic reliance on hard data (including data for subgroups) as a basis for decision-making at the classroom level as well as at the school level. Changes are based on the study of data to meet the needs of student and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive, effective, continuous improvement structure exists that supports participation from all sectors of the school, district, and community, enduring strong communication, flexibility, and refinement of approach and beliefs.</li> <li>• The vision is implemented and articulated across all grade levels and into feeder schools. Quality standards are reinforced throughout the school. All members of the school community understand and apply the quality standards.</li> <li>• Leadership team has systematic interactions and involvement with district administrators, teachers, parents, community, and students about the school's direction.</li> <li>• School makes an effort to exceed student achievement expectations. Innovative instructional changes are made to anticipate learning needs and improve student achievement. Teachers are able to predict characteristics impacting student achievement and to know how to perform from a small set of internal quality measures.</li> </ul>

## SCHOOL ORGANIZATIONAL EFFORT RUBRICS

	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
PHYSICAL ENVIRONMENT AND FACILITIES	<ul style="list-style-type: none"> <li>• Desks in rows or chairs all facing forward</li> <li>• Bare walls or only commercial posters</li> <li>• List of consequences for misbehavior or rules created by an adult</li> <li>• Student work does not appear authentic</li> <li>• Frequent and extended periods of silence and/or teachers' voice most often heard</li> <li>• Teacher typically front and center</li> <li>• Teacher voice controlling, condescending, or too sweet</li> </ul>	<ul style="list-style-type: none"> <li>• Building upkeep is done sporadically and on an as needed basis, but the leadership team begins to address this issue.</li> <li>• Safety policies are discussed only after a crisis or event occurs. .</li> </ul>	<ul style="list-style-type: none"> <li>• Building upkeep and physical environment are thoughtfully planned for over a period of years and involve the whole staff.</li> <li>• Safety policies are discussed and reviewed annually to meet the changing needs of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• A safe atmosphere exists within the school, in terms of both physical structures and personal safety.</li> <li>• This safe atmosphere is protected and evaluated continuously as a necessary component of improving the school.</li> <li>• School pride is evident among staff, students, and community, who work together to maintain physical cleanliness and school attractiveness.</li> <li>• Authentic examples of student work are appropriately displayed on a regular basis.</li> </ul>
CULTURE OF CHANGE AND IMPROVEMENT	<ul style="list-style-type: none"> <li>• Professional development is episodic and not linked to explicit instructional improvement goals.</li> <li>• School climate is based on individual on individual experiences.</li> <li>• Summative but not formative evaluation occurs..</li> </ul>	<ul style="list-style-type: none"> <li>• The school plan and student needs are used to target appropriate professional development for all employees. Staff receives training relevant to instructional and leadership strategies.</li> <li>• Leadership team and study groups study and define the meaning of student-centered learning communities.</li> <li>• Study groups assess the effectiveness of evaluation processes and make recommendations for ongoing, constructive feedback for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development and data-gathering methods are used by all teachers and are directed toward the goals of continuous improvement. Teachers have ongoing conversations about student achievement research.</li> <li>• Data from a variety of sources informs the leadership team and staff about the school climate; action plans are created to support conditions that result in productive change and continuous.</li> <li>• Teachers support one another with peer coaching and inquiry focused on processes that lead to increased student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and staff continuously improve all aspects of the school structure through an innovative and comprehensive continuous improvement process that prevents student failures. Professional development is appropriate for the implementing the vision, supportive, collegial, effective, systemic, and ongoing. Traditional teacher evaluations are replaced by collegial coaching and inquiry focused on student learning standards.</li> <li>• A climate exists in which students and adults feel valued, belong to the school community and are able to take both academic and social risks.</li> <li>• School and community work seamlessly together to endure that the needs of each and every student are met.</li> </ul>



**DISTRICT EFFORT RUBRICS** The next set of rubrics helps assess the work of the district to support its schools. Make sure that ratings are backed up with specific, concrete evidence.

	<b>BEGINNING ★</b>	<b>DEVELOPING ★★</b>	<b>AT STANDARD ★★★</b>	<b>LEADING ★★★★</b>
<b>INFRASTRUCTURE AND ORGANIZATIONAL SUPPORTS</b>	<ul style="list-style-type: none"> <li>• The district is organized bureaucratically and rigidly. Supports are difficult and cumbersome.</li> <li>• The district solicits community feedback about issues that it targets as important. This feedback may or may not be used in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• The district is organized with some cross-departmental roles and relationships occurring.</li> <li>• A district level administrator is responsible for a set of schools and primarily services as an evaluator.</li> <li>• The district's mission and vision are developed, but the system does not fully operate around a common purpose and shared understanding.</li> <li>• The community identifies issues around which they provide feedback to the district. Feedback loops are established that serve to keep all stakeholders informed.</li> </ul>	<ul style="list-style-type: none"> <li>• The district is organized in such a way that the roles, relationships, and rules are articulated and integrated across departmental boundaries. Data systems provide timely feedback to stakeholders.</li> <li>• A district level administrator is responsible to a school feeder pattern to provide coherent support and assistance.</li> <li>• The district's mission and vision are developed with a variety of participants, which serves as a set of "guiding principles" for decisions and planning across the system.</li> <li>• The district and community consistently collaborate around issues and challenges identified jointly.</li> </ul>	<ul style="list-style-type: none"> <li>• The district has replaced a compartmentalized, rule-driven culture with a culture that is cross functional in decision sharing, working arrangements, flexible teams, and individual and collective reflection on effective practices.</li> <li>• Each building has a district level administrator who mentors the building to coordinate and support technical assistance and professional development.</li> <li>• The district's mission and vision are context-based, compelling and operate so that the following are evident across the system: <ul style="list-style-type: none"> <li>• The purpose of schools.</li> <li>• The role of the family and community in relation to students and schools.</li> <li>• The kind of society for which students are being prepared is evident in the district.</li> <li>• The obligation of the system to employees and the role of the system in encouraging and supporting innovation.</li> </ul> </li> </ul>
<b>RESOURCE DEVELOPMENT AND ALLOCATION</b>	<ul style="list-style-type: none"> <li>• The district provides schools information about external funding sources. Some support is available for grant writing and technical assistance.</li> <li>• Resources to schools are provided uniformly.</li> <li>• Retention of dual certified teachers is viewed as the purview of the school.</li> <li>• Unions and district maintain separate agendas.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal and external resources are identified by district for the purpose of improved alignment of funding.</li> <li>• Equitable funding for schools is identified as important for achieving high outcomes for all students; the district develops a plan for leveraging available resources.</li> <li>• The district seeks out the unions for input on teacher retention, attrition, and other issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Technical assistance and professional development opportunities and funds are made available based on need for improvement on a school-by-school basis</li> <li>• The district brokers resources from a variety of sources to support school improvement plans and efforts.</li> <li>• The district actively collaborates with union personnel for the purpose of retaining quality staff.</li> </ul>	<ul style="list-style-type: none"> <li>• The district is service-oriented, serving to reach all students in the district--public, charter, and magnet. The district uses student achievement and placement data to develop resources allocation plans, considering internal &amp; external resources, resulting in equitable distribution of resources for all schools.</li> <li>• Staffing resources are allocated to increase the number of high quality teachers assigned to struggling schools.</li> <li>• Resources from externally funded projects and initiatives are leveraged with other resources.</li> <li>• Ongoing collaboration among district, schools, unions, and community provides for strong policies and procedures for retaining quality staff and removing unsatisfactory staff.</li> </ul>

## DISTRICT EFFORT RUBRICS

	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
STUDENT SERVICES	<ul style="list-style-type: none"> <li>• Student services are organized vertically by function, i.e. special education, English as a second language, mental health, school safety w/little or no functional collective service coordination, delivery, technical assistance, or professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• District personnel gather data that identifies organizational needs for improving services to schools. A plan is developed for implementation.</li> <li>• Services to students are provided through periodic collaboration across departments. More defined, integrate services to schools are discussed.</li> <li>• Schools are required to staff and deliver student services in specific, mandated ways.</li> </ul>	<ul style="list-style-type: none"> <li>• A system is in place for supporting the renewal and improvement of schools that is coherent and proactive.</li> <li>• Student services are organized across functions and delivered to age groups . i.e., preschool, elementary. Schools develop service delivery plans based on need.</li> <li>• Special education resources are delivered directly to schools, and resources used across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• A coherent system supports and promotes school renewal and improvement through: a primary focus on student needs with student services allocated accordingly, proactive rather than reactive response to schools; in time responses to changing school needs.</li> <li>• Seamless services to schools are provided through horizontal and cross-departmental teaming of all specialists, including special education and related services, language and literacy services, athletics, and the arts as well as the curriculum and instruction professionals.</li> <li>• The district has developed and implemented efficient, effective strategies for supporting and sustaining the requests of schools for services.</li> </ul>
DISTRICT/COMMUNITY RELATIONSHIPS	<ul style="list-style-type: none"> <li>• Some partnerships exist; these are viewed as external to the district and serve to augment programs and building needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The district operates on the assumption that partnerships with local universities &amp; colleges, businesses and families, enhance access to resources improve, professional learning &amp; practice, and create additional opportunities to learn.</li> <li>• The district has an organizational structure in place to attract &amp; develop partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• The district establishes strategic partnerships and sustains them overtime using a continuous improvement process.</li> <li>• Partnerships that demonstrate impact on student learning are fostered and nurtured.</li> </ul>	<ul style="list-style-type: none"> <li>• The community engages in an ongoing assets mapping process that involves the faith, business, education, commerce, and non-profit communities resulting in productive and sustainable partnerships that are inspired and sustained from with in and outside of the LEA.</li> </ul>

## DISTRICT EFFORT RUBRICS

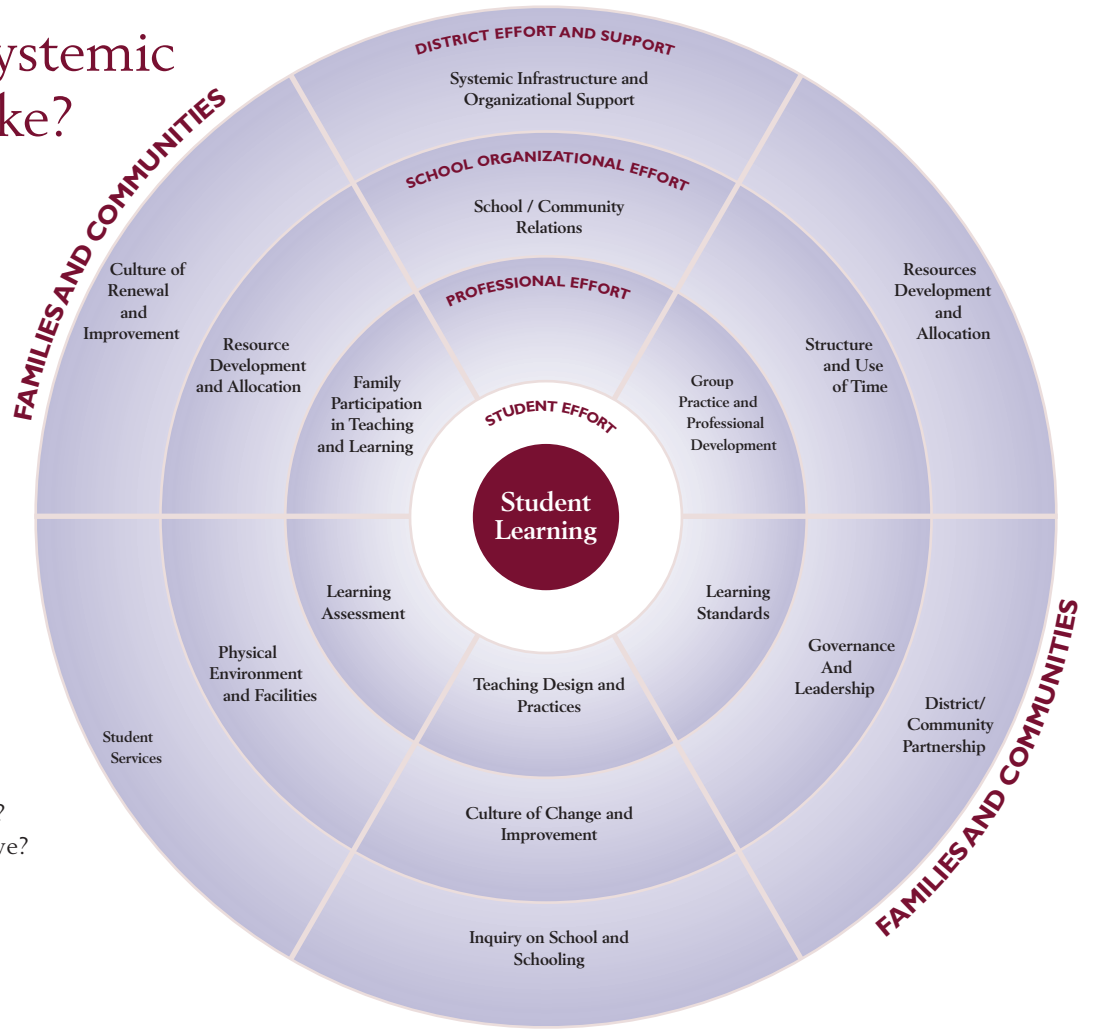
	BEGINNING ★	DEVELOPING ★★	AT STANDARD ★★★	LEADING ★★★★
CULTURE OF RENEWAL AND IMPROVEMENTS	<ul style="list-style-type: none"> <li>Some partnerships exist; these are viewed as external to the district and serve to augment programs and building needs.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is fragmented and menu driven.</li> <li>School improvement is tied to adoption of school reform models and specific programs; adult and student learning needs emanate from these models and programs.</li> <li>Networking among schools occurs sporadically and on an as needed basis.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is recognized as job-embedded, and district structures and processes support schools so that the decisions about adult learning occur at the building level.</li> <li>Learning standards for adults and students provide the framework for school improvement. The district, schools, and community jointly identify programs and models that align with these standards.</li> <li>Networking among professionals occurs regularly with the school day and provides multiple opportunities for learning.</li> </ul>	<ul style="list-style-type: none"> <li>A culture exists that supports growth and development personally, professionally, and organizationally across the system. Risk-taking and failure are seen as opportunities for growth.</li> <li>A pervasive, relentless focus on student learning and student outcomes drive the commitment to the fact that improving student learning depends on the continual investment in and improvement of adult learning, including district personnel and families.</li> <li>Teaching is a public enterprise that thrives on the continuous networking of professionals and community for the purpose of improving the outcomes for each and every student.</li> </ul>
INQUIRY ON SCHOOL AND SCHOOLING	<ul style="list-style-type: none"> <li>Inquiry on schools exists to identify successful schools and support schools in distress.</li> <li>Identification of underachieving schools occurs at a point in time before the end of the school year so that improvement strategies can be planned and implemented.</li> <li>Data on student learning are collected and shared with schools through traditional venues; feedback loops are variable and access to information is problematic.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of inquiry projects are developed that occur across the school year for the purpose of providing schools with timely data. Practitioners are encouraged to engage in inquiry projects that examine practices for diverse learners.</li> <li>District personnel develop a plan for improved feedback loops to schools that improves access to a variety of data.</li> <li>The community is surveyed about their perceptions of schools and schooling.</li> </ul>	<ul style="list-style-type: none"> <li>District personnel are involved in a variety of ongoing projects that involve promising practices, policy analysis, and support of practice-based inquiry.</li> <li>Data on student achievement are received in a timely manner by building so that leadership teams can target school improvement goals and professional development efforts for the next year.</li> <li>The needs and satisfactions of parents and other community members are regularly assessed; generated data is used by schools to identify and act on issues.</li> </ul>	<ul style="list-style-type: none"> <li>The District website houses a set of inquiry and data collection tools as well as longitudinal data that are available to buildings for inquiry purposes.</li> <li>Schools are recognized for tracking and using data on student climate, family involvement, student achievement, et. to make thoughtful, systemic and programmatic improvement to their work, resulting in improved outcomes for each and every student.</li> <li>A shared understanding exists among all stakeholders about the nature of schooling; diversity is valued for its contributions to the school environment, culture, and teaching practices.</li> </ul>

# What does your systemic framework look like?

- Use a green highlighter to indicate elements that you are at or above standard
- Use a yellow highlighter to indicate elements that you are developing
- Use a red highlighter to indicate elements that you are beginning

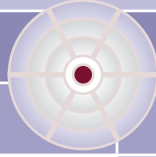
ONCE YOU COLOR YOUR SYSTEMIC FRAMEWORK, CONSIDER THESE QUESTIONS:

- 1 How robust are efforts at all levels of the system?
- 2 Is there a particular level that seems noticeably stronger than others?
- 3 Are there areas that seem critical to continued growth?
- 4 What kinds of assets currently exist?
- 5 What assets will you need to improve?



**OVERVIEW OF YOUR RESULTS**

**DISTRICT**



**ELEMENT**

★

★★

★★★

★★★★

Resources Development & Allocation

District/Community Partnership

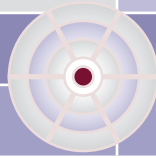
Inquiry on School & Schooling

Student Services

Cultural Renewal & Improvement

Systemic Infrastructure & Organizational Support

**SCHOOL**



**ELEMENT**

★

★★

★★★

★★★★

School/Community Relations

Structure & Use of Time

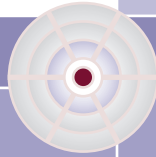
Governance & Leadership

Culture of Change and Improvement

Physical Environment & Facilities

Resource Development & Allocation

**PROFESSIONAL**



**ELEMENT**

★

★★

★★★

★★★★

Learning Standards

Learning Assessment

Teaching Design & Practices

Group Practice & Professional Development

Family Participation in Teaching & Learning

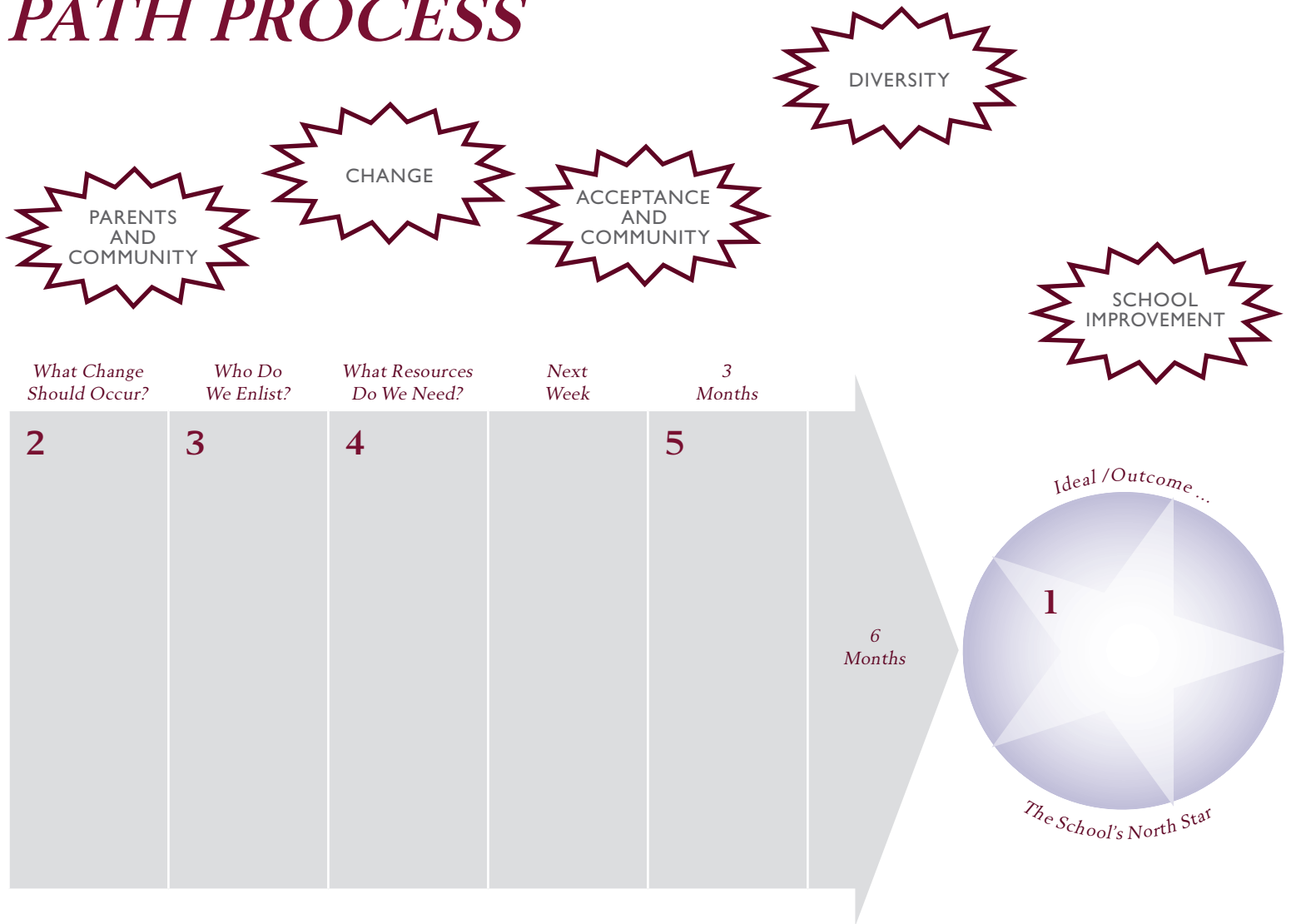
# Your Path

Reflect on your data by answering the following questions. Make sure that you give everyone a chance to offer their perspectives as you discuss your answers. Use the picture above to map your path.

- What other contexts are important for understanding where you are and where you want to be?
- Who benefits by the way things are?

- Who is disadvantaged by the way that things are?
- Who should be present as you make plans for the future?
- Where do you want your school to be in three years?
- Where do you want to be in two years?
- Where do you want to be by this time next year?
- What steps do you need to take in the next three months to reach your goals?
- Who do you need to enlist?

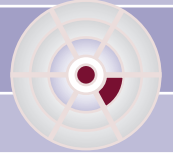
## PATH PROCESS



# Appendix A

## PROFESSIONAL EFFORT

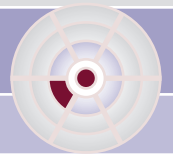
**LEARNING STANDARDS** Learning Standards are critical to the learning environment and support student effort in providing students with the knowledge of “what it is we need to know and be able to do” in the classroom and in schools.”



### AT STANDARD ★ ★ ★

Primary Grades	Every class focuses on higher order thinking skills through reciprocal teaching approach. Teachers revise report cards to address new standards.
Grades 3-5	Every literacy standard is matched to a set of approaches to literacy teaching that are adopted and universally used across grades.
Grades 6-9	Learning standards are posted in every classroom. Students complete quarterly evaluations of their teachers in relationship to accomplishing specific literacy standards.
Grades 10-12	Teams meet to work out the requirements of graduation i.e. academic vs. non academic diploma

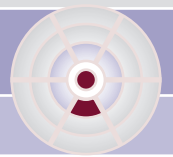
**LEARNING ASSESSMENT** Learning assessment helps teachers understand the knowledge and skills of each student while defining goals for learning.



### AT STANDARD ★ ★ ★

Primary Grades	Teachers meet to devise accommodations for state testing materials Teachers use running records to assess literacy and math progress on a student by student basis.
Grades 3-5	Teachers meet to assess student work products on a weekly basis Teachers use assessment to inform instruction
Grades 6-9	Departments develop accommodations and adaptations to standards tests Assessment is formative, embedded and summative
Grades 10-12	Students' grades are earned by standard, not by course A variety of assessment formats are used to meet the needs of learners

**TEACHING DESIGN & PRACTICE** Practitioners thrive and are better able to innovate, support student effort and outcomes when their organization supports and encourages their creativity and professionalism.

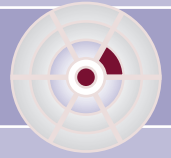


### AT STANDARD ★ ★ ★

Primary Grades	Classrooms focus on the writing process 1/3 of the day spent in small group activities 1/3 of the day spent in large group activities 1/3 spent in active learning activities Cross-age tutoring Thematic Units Use of co-teaching models for inclusion
Grades 3-5	Coaching used to follow-up differentiated instruction inservice Co-teaching and scheduling are used to foster inclusive practices
Grades 6-9	The language teacher handed out the rubric for performance standards so that students could pre-assess their competencies before direct teaching began. Students determined what they already knew and what they had to learn to receive the highest performance grade
Grades 10-12	Vertical teaming to share practices Interdisciplinary teams are used to connect student learning

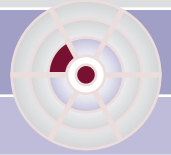
**PROFESSIONAL EFFORT**

**GROUP PRACTICE & PROFESSIONAL DEVELOPMENT** The literature on effective and inclusive schools, in addition to identifying specific educator practices, also highlights the need for collaboration among and between general and special educators. School professionals need support, training, and coaching in order to implement high quality, inclusionary practices effectively.

**AT STANDARD ★★ ★**

Primary Grades	Staff study of learning styles and how they affect children. Self-study on student motivation to learn. A group of 2nd grade teachers met regularly to coach and support their work.
Grades 3-5	Vertical teaming to align instruction and teaching. Grade level teams collaboratively develop into learning communities
Grades 6-9	The speech language teacher teaches language lessons to the whole class using the content of whatever the teacher is teaching that day i.e., medieval history might be a vocabulary matching game played in cooperative groups. Teachers teamed with TCs to use inquiry to understand gender equity issues.
Grades 10-12	House teams integrate curricula across content areas of English, social studies, math and science. Students with disabilities meet with core teachers to identify specific accommodations and modifications that need to be used to accomplish each quarter's standards.

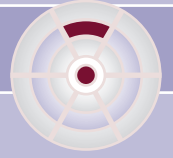
**FAMILY PARTICIPATION IN TEACHING & LEARNING** Practitioners Urban schools need families not only to support school efforts outside of school, but more importantly, to contribute to the ongoing mission and operations of the school.

**AT STANDARD ★★ ★**

Primary Grades	Parents are invited to actively participate in student learning in and out of school. Teachers meet to devise accommodations for state testing materials Teachers use running records to assess literacy and math progress on a student by student basis.
Grades 3-5	Teachers meet to assess student work products on a weekly basis Teachers provide parents with strategies to facilitate home learning.
Grades 6-9	Parents are apprised of state and district requirements for academic progress. Parents are actively involved in school improvement planning process. Departments develop accommodations and adaptations to standards tests
Grades 3-5	Students' grades are earned by standard, not by course

## SCHOOL ORGANIZATIONAL EFFORT

**SCHOOL/COMMUNITY RELATIONSHIPS** Close school/community relationships are at the heart of successful, comprehensive, and inclusive urban schools



### AT STANDARD ★ ★ ★

Primary Grades	PTA organized services night. Brought in community services people.
Grades 3-5	Partnership established with local businesses
Grades 6-9	Transition days in the spring of each year for 5th graders and 8th graders. After school tutoring and activity program
Grades 10-12	Family nights with food prepared by high school students for each house each quarter.

**RESOURCE DEVELOPMENT & ALLOCATION** In a transformed, inclusive school learning and other educational supports are organized to meet the needs of all students rather than historical conventions or the way the rooms are arranged in the building.



### AT STANDARD ★ ★ ★

Primary All Grades	Reallocation of textbook money to purchase trade books for teachers. The hiring team states it inclusion philosophy and asks candidates to discuss their approach to inclusion of students with disabilities. Pay for performance. On-going professional development is available to keep staff abreast of strategies for more inclusive instruction.
Grades 3-5	Aligned with school improvement plan to support goals. Principal releases teachers for coaching.
Grades 6-9	Separate administrators for each house. Teacher candidates in this partner school release teachers for planning and coaching time
Grades 10-12	Separate administrators and special services teams for each house. Involvement of counselors in class-based self-determination groups. Active recruitment of teacher candidates from local partner schools

**STRUCTURE & USE OF TIME** Without time during the work day to meet, discuss, and challenge one another's ideas and activities, it is difficult to imagine many educators achieving the quality of dialogue and inquiry necessary for sustained, whole school improvement.

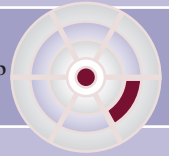


### AT STANDARD ★ ★ ★

Primary Grades	Use of parent volunteers to host reader's and writer's workshops. All students in the general education classroom. Each grade level has a support person who works directly in the classroom. This person may be the speech/language therapist, the special educator, the Title 1 specialist or the child advocate.
Grades 3-5	Early release day once a week. All students in the general education classroom. Special educators serve as in-class technical assistance support and co-teachers.
Grades 6-9	Common prep time. All students assigned to home room in general education. Each team has a learning specialist who teaches a fourth class--the learning specialist supports a full class load of diverse learners like all the other classes.
Grades 10-12	Common prep and governance time for each house. Common advising time for all students.

## SCHOOL ORGANIZATIONAL EFFORT

**GOVERNANCE & LEADERSHIP** The most challenging students require the combined expertise of many individuals including administrators, teachers, mental health personnel, community advocates, and students themselves. The use of building-level leadership teams creates the opportunity for shared decision-making resulting in important benefits to students with and without disabilities.



### AT STANDARD ★ ★ ★

Primary Grades	Staff involvement in inquiry group professional development focused on school-centered making. School improvement plan is a working document that is used by all teachers to guide work.
Grades 3-5	BLT targeted improved CSAP--developed plan that supports timely use of assessments.
Grades 6-9	Three grade-level houses. BLT developed plan for improved communication and feedback loops across the building.
Grades 10-12	School within a school vertical cohorts of students. House-based leadership teams.

**PHYSICAL ENVIRONMENT & FACILITIES** By using the space and equipment thoughtfully, school professionals can reduce the amount of talking they do to manage the group and increase the time students spend learning the explicit curriculum.



### AT STANDARD ★ ★ ★

Primary Grades	Classrooms have a variety of age appropriate tables, chairs, desks, floor mats. Students art work is displayed throughout building.
Grades 3-5	Science classes develop projects that target beautifying the school grounds.
Grades 6-9	Classrooms located in the same area of the school. All students are engaged in service projects to enhance the building's appearance.
Grades 3-5	Computer, science and math classrooms include appropriate furniture.

**CULTURE OF CHANGE & IMPROVEMENT** A school must provide the intellectual and emotional climate to support sustained improvement of practice. Teachers and other practitioners must use the information that students provide about their learning progress to inform curriculum and teaching decisions.



### AT STANDARD ★ ★ ★

Primary Grades	Professional development in the form of coaching, inquiry teams, visitations to other schools.
Grades 3-5	Practitioners use grade level planning and co-teaching to enhance student learning.
Grades 6-9	Practitioners host team reflective work group meeting.
Grades 3-5	Use of portraiture to examine strengths and barriers.

**DISTRICT EFFORT & SUPPORT**

**INFRASTRUCTURE & ORGANIZATIONAL SUPPORTS** The functions of central administration must be organized in such a way that efficiency and individualization are accommodated. Thoughtful supports provide coherent, continuous opportunities for improved practices.

**AT STANDARD ★★ ★**

Primary Grades	Literacy and math coaches assigned to each school as a part of staff. Monthly meetings of literacy and math coaches to disseminate information and instructional strategies to be used in schools.
Grades 3-5	Literacy and math coaches assigned to each school as a part of staff. Monthly meetings of literacy and math coaches to disseminate information and strategies to be used in schools.
Grades 6-9	Content area team leaders selected by school administrator to act as team leaders. District supported monthly meetings to disseminate information and instructional strategies to be used in schools.
Grades 10-12	Content area team leaders selected by school administrator to act as team leaders. District supported monthly meetings to disseminate information and instructional strategies to be used in schools.
All Grades Levels	<ul style="list-style-type: none"> <li>• Professional development at the district is driven by school improvement targets; building teams are networked; a focus is placed on the development of skill at the building level.</li> <li>• Each building has a district level administrator who is assigned to the building to coordinate and support technical assistance and professional development.</li> <li>• All schools are linked via email and the Web.</li> </ul> <p><b>JUST IN TIME FEEDBACK CYCLES</b></p> <ul style="list-style-type: none"> <li>• Data on student achievement are received by building in May so that leadership teams can target school improvement goals and professional development efforts for the next year.</li> <li>• The District web-site houses a set of inquiry and data collection tools that are available to buildings for inquiry purposes.</li> <li>• District personnel provide rapid turn around for data analysis.</li> </ul>

**RESOURCE DEVELOPMENT & ALLOCATION** Districts strategically and flexibly develop and allocate resources to support the work of schools.

**AT STANDARD ★★ ★**

All Grades Levels	<p><b>SCALING UP &amp; DOWN TO MAXIMIZE RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Technical assistance and professional development opportunities are made available on the basis of need for improvement on a school by school basis.</li> <li>• Schools are rewarded for tracking and using data on student climate, family involvement, student achievement to make thoughtful, systemic and programmatic improvements to their work.</li> </ul> <p><b>INVESTING IN SCHOOL-INDIVIDUALIZED ONGOING PROFESSIONAL DEVELOPMENT</b></p> <p>Resources for professional development are focused on school improvement strategies and target professional development delivery models that have demonstrated high levels of practitioner change such as classroom coaching, peer coaching, and practice-based inquiry.</p>
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**STUDENT SERVICES** A range of services are available to students and families that involve practitioners other than teachers that are designed to realize all students' potential.

**AT STANDARD ★★ ★**

All Grades Levels	<ul style="list-style-type: none"> <li>• Services to students are organized by preschool, elementary, middle and secondary teams that include special education and related services, language and literacy services, athletics and the arts as well as the curriculum and instruction experts.</li> </ul>
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## DISTRICT EFFORT & SUPPORT

**DISTRICT/COMMUNITY PARTNERSHIP** For many of the same reasons individual schools need to partner with families and communities, districts need to partner with their local judicial, social, recreational, health and government agencies to ensure that students are able to attend school ready to learn.



### AT STANDARD ★ ★ ★

All Grades  
Levels

- The district engages in an ongoing assets mapping process that involves the faith, business, education, commerce, and nonprofit communities.

**CULTURE OF RENEWAL & IMPROVEMENTS** Through professional development schools, the research values of teacher educators are combined with the primary concern of schools to find solutions to practical problems. Risk-taking and failure are seen as opportunities for growth.



### AT STANDARD ★ ★ ★

All  
Grades  
Levels

- Every school leadership team has an opportunity to showcase its school improvement process, identify the risks that it is taking for improving learning outcomes for all students and receive feedback from critical friends.
- An annual inquiry conference is hosted by local school districts.
- District leadership sets clear, annual goals that target the improvement of services and learning outcomes for student at the margins.
- Families have regular opportunities to provide input about school services.

**INQUIRY ON SCHOOLS & SCHOOLING** Educators, families, and students are engaged in ongoing reflection and practice-based inquiry in classrooms and schools.



### AT STANDARD ★ ★ ★

All Grades  
Levels

- District personnel are involved in a variety of inquiry projects that involve promising practices, policy analysis, and support of Practice-Based inquiry.

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## GREAT URBAN SCHOOLS:

❖  
Produce high achieving students.

❖  
Construct education for  
social justice, access and equity.

❖  
Expand students' life opportunities,  
available choices and community contributions.

❖  
Build on the extraordinary resources that  
urban communities provide for life-long learning.

❖  
Use the valuable knowledge and experience that  
children and their families bring to school learning.

❖  
Need individuals, family organizations and communities to  
work together to create future generations of possibility.

❖  
Practice scholarship by creating partnerships  
for action-based research and inquiry.

❖  
Shape their practice based on evidence of what  
results in successful learning of each student.

❖  
Foster relationships based on care,  
respect and responsibility.

❖  
Understand that people learn in different  
ways throughout their lives.

❖  
Respond with learning  
opportunities that work.



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PROJECT OFFICER: ANNE SMITH



NATIONAL INSTITUTE FOR  
URBAN SCHOOL  
IMPROVEMENT



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Education Programs