

---

# **Self-Assessment Checklists Focusing on Rigorous and Relevant Learning**

---

October 2010

## Strategic Action Planning - Overview

Strategic action planning is designed to give your team an opportunity to work with an International Center consultant to craft action steps needed to implement key ideas and strategies learned from the Symposium in your school/district. A consultant in your “zone” of the meeting room will be available to answer questions and provide additional insight into transitioning to Common Core State Standards.

Step	Suggestion																
1.	Discuss take-aways from Keynotes and Concurrent Sessions as noted in your Reflection Journals.																
2.	<p>Prioritize Focus Areas to determine which self-assessment checklists to complete (3 at most).</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="background-color: #800000; color: white; text-align: center;">Focus Areas Checklists</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Standards Alignment</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Design for Rigor and Relevance</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Active Learning Strategies</td> </tr> <tr> <td style="text-align: center;">4.</td> <td>Personalization</td> </tr> <tr> <td style="text-align: center;">5.</td> <td>Literacy</td> </tr> <tr> <td style="text-align: center;">6.</td> <td>Math</td> </tr> <tr> <td style="text-align: center;">7.</td> <td>Rewards and Grading</td> </tr> </tbody> </table>	Focus Areas Checklists		1.	Standards Alignment	2.	Design for Rigor and Relevance	3.	Active Learning Strategies	4.	Personalization	5.	Literacy	6.	Math	7.	Rewards and Grading
Focus Areas Checklists																	
1.	Standards Alignment																
2.	Design for Rigor and Relevance																
3.	Active Learning Strategies																
4.	Personalization																
5.	Literacy																
6.	Math																
7.	Rewards and Grading																
3.	<p>Individually, complete the first identified Focus Area Checklist. Please reflect on your entire school and all faculty rather than on individual grades or departments when completing checklists.</p> <p>After completing the checklist:</p> <ul style="list-style-type: none"> <li>• Underline items rated <i>Pervasive</i> or <i>Considerable</i>. These are areas to celebrate.</li> <li>• Circle items rated <i>Initiated</i> or <i>Absent</i>.</li> <li>• Select one of the circled items to recommend to the team for Action Planning.</li> </ul>																
4.	Share individual findings as a team.																
5.	Come to consensus on which item(s) is an area of concern within the Focus Area.																
6.	Use the Strategic Planning Guide to determine actions steps to address the area of concern (see sample on next page).																
7.	Repeat Steps 3-6 for another Focus Area.																

**Strategic Planning Process**  
**SAMPLE**

1. Team identified Math as a Focus Area.
2. Individuals completed the Math Checklist. A portion of a checklist is given below as if an individual completed it.

6. Math Checklist	Pervasive	Considerable	Partial	Initiated	Absent
1. Math is an important priority throughout the school.			X		
2. There are clear, measurable goals for levels of math achievement.				X	
3. <u>Mathematical reasoning is integrated in other disciplines.</u>		X			
4. <u>There is a comprehensive approach to placing students at the appropriate math level.</u>		X			
5. <u>Teachers have convenient access to data about student math achievement.</u>		X			
6. Teachers make selections of instructional materials to appropriately challenge students.			X		
7. Students below target math achievement levels are tested frequently.			X		
8. <u>Math teachers use writing strategies to improve math achievement.</u>					X
9. Teachers know the math level requirements for postsecondary opportunities, including college, employment, and personal use.				X	
10. <u>Math teachers regularly share reading strategies with students.</u>					X

3. Team members discussed areas of celebration briefly, then had a discussion around those items that were circled by individuals because they were rated *Initiated* or *Absent*.
4. Item #8 emerged as an area of concern shared by the team members.
5. The team completed the following Strategic Planning Guide.

Focus Area	Area of Concern		
Math	Integration of writing strategies		
<b>Actions steps to be taken: What do you plan to do?</b>		<b>Who will do this?</b>	<b>By when?</b>
1. Identify 2-3 high payoff writing strategies for all teachers to integrate into classrooms.		Math teacher, ELA teacher, principal	December 15
2. Schedule a time for the professional learning community to learn these strategies and integrate them into classroom activities.		Principal and PLC members	January 30
<b>How will this be evaluated?</b>			
Through sharing of classroom activities and exemplars during professional learning community follow-up sessions			

<b>1. Standards Alignment Checklist</b>	Pervasive	Considerable	Partial	Initiated	Absent
<b>School culture emphasizes standards</b>					
1. Standards are part of the conversation of student achievement.					
2. Accountability systems are based on standards.					
3. Data are collected to measure achievement of standards.					
4. Recognition and celebrations are designed around standards.					
<b>Local priority skills and knowledge</b>					
5. Teachers have a short list of priorities for instruction.					
6. Priority needs of the community are known to all.					
7. Key areas of state/standardized assessments are known to staff.					
8. Teachers have identified how their instructional areas relate to these priorities.					
<b>Local curriculum frameworks</b>					
9. District has local curriculum standards and student competencies.					
10. Local curriculum is linked to state standards.					
11. Teachers have access to and use these curriculum resources.					
<b>Curriculum maps</b>					
12. Curriculum topics are sequenced, assigned to a grade level and time of the year.					
13. Teachers have had input in the development of curriculum maps					
14. Teachers have access to and use curriculum maps.					
15. Teachers have linked lesson plans to these curriculum maps.					
<b>Crosswalks between non-core areas and core academic areas</b>					
16. Non-core courses (CTE, arts, etc.) have been analyzed to identify content that supports core academic standards.					
17. Teachers in non-core courses have a priority to reinforce core academic standards.					
18. There are frequent conversations between non-core and core teachers to share instructional ideas.					
19. Applied academic courses are developed and offered.					
20. Professional development is provided on integrating academics in non-core areas.					
21. Team teaching of non-core and core teachers is practiced in school.					
<b>Instructional improvement priorities</b>					
22. Each teacher has a personal plan for improvement priorities consistent with district goals and based on student achievement results.					
<b>Academic intervention services</b>					
23. There is a district plan for academic intervention services and processes for referring students and terminating services.					
24. Parents are fully informed of options for students and referrals.					
25. Teachers understand the plan and refer students for services.					
<b>Comments:</b>					

2. Design for Rigor and Relevance Checklist	Pervasive	Considerable	Partial	Initiated	Absent
1. Instruction is well planned and prepared in advance.					
2. Instruction has a clear expectation for levels of rigor and relevance using the four quadrants of the Rigor/Relevance Framework.					
3. Instruction is built with the goal of culminating in a performance task.					
4. Instruction is planned using data about students' prior experiences and achievement levels.					
5. Instruction informs students of the expected performance, essential questions, and assessment criteria at the beginning of the lesson or unit.					
6. Instruction facilitates acquisition of basic knowledge and skills necessary for student performance.					
7. Instruction shows how student work samples exemplify proficient/non-proficient levels of performance.					
8. Instruction is guided by "big ideas" (abstract concepts) and essential questions.					
9. Instruction includes teaching the knowledge and skills necessary for expected student performance.					
10. Instruction calls for students to demonstrate their understanding and apply knowledge and skills in activities and tasks.					
11. Instruction shows the relevance of learning beyond school.					
12. Instruction uses a variety of teaching resources. The textbook is only one resource among many.					
13. Instruction is linked to priority state standards.					
14. Instruction assesses standard(s) at the appropriate level of rigor.					
15. Instruction uses authentic assessments.					
16. Instruction uses clear evaluation criteria and performance standards.					
17. Instruction uses information from ongoing assessments to analyze student learning and dispel misconceptions along the way.					
18. Instruction uses rubrics/scoring guides to delineate levels of proficiency.					
<b>Comments:</b>					

3. Active Learning Strategies Checklist	Pervasive	Considerable	Partial	Initiated	Absent
1. Students collaborate in groups to accomplish meaningful tasks.					
2. Students discuss/solve open-ended questions/problems.					
3. Students engage in hands-on activities when appropriate.					
4. Teachers engage all students in higher order thinking activities.					
5. Teachers model instructional strategies for active learning.					
6. Teachers challenge students to think deeply and critically.					
7. Teachers draw students' interest when introducing a lesson.					
8. Teachers facilitate students' active construction of meaning (rather than simply telling).					
9. Technology is being utilized appropriately.					
10. Teachers use a variety of resources and ways to promote understanding, such as audio or video sources, the Internet, and class demonstration.					
11. Teachers use questioning, coaching, and feedback to stimulate student reflection.					
12. Instruction is student-centered, with emphasis on student choice of materials and activities, interaction, and construction of knowledge.					
<b>Comments:</b>					

4. Personalization Checklist	Pervasive	Considerable	Partial	Initiated	Absent
1. Teachers have high expectations for all students to achieve expected performance goals.					
2. Teachers use a variety of instructional strategies that match the varied learning styles of students.					
3. Students have opportunities to demonstrate their talents during the learning experience.					
4. Students have an advocate, such as a teacher, principal, or guidance counselor, they can talk to about school issues.					
5. Students with disabilities are provided opportunities for full participation in the curriculum.					
6. Appropriate accommodations are provided for students with learning disabilities.					
7. Teachers frequently confer with individual students about academic progress.					
8. Teachers adjust instruction based on student reflection and feedback.					
9. Students express themselves through writing and classroom discussion tied to learning.					
10. Assignments provide opportunities for individual choice.					
11. Teachers provide timely, formative feedback to students on the quality of their work.					
12. Supplementary learning options are available for struggling learners.					
13. Intervention takes place long before students fail their classes.					
14. Instruction is free of derogatory statements about individual cultures and backgrounds.					
15. Teachers use examples in activities that reflect the cultural diversity of students.					
16. Teachers connect instruction to the daily lives of students as well as aspects of their community and life experiences.					
17. Teachers accommodate students' questions and interests in relation to lesson plans.					
<b>Comments:</b>					

5. Literacy Checklist	Pervasive	Considerable	Partial	Initiated	Absent
1. Literacy is an important priority throughout the school.					
2. There are clear, measurable goals for levels of student reading.					
3. A standard measure of reading, such as Lexile, is used to describe all aspects of reading achievement.					
4. Literacy development is addressed in all disciplines.					
5. Student literacy levels are measured continuously, and the data are compared to literacy achievement goals of the school.					
6. Teachers have convenient access to data about student reading levels.					
7. Teachers know the reading levels reflected in the textbooks and other instructional materials.					
8. Teachers make selections of instructional materials to appropriately challenge students.					
9. Students below target reading levels are tested frequently.					
10. Teachers use pre-reading, vocabulary, and post-reading strategies to improve reading in their content areas.					
11. Teachers know the reading level requirements for postsecondary opportunities, including college, employment, and personal use.					
12. The teachers regularly share reading strategies with students.					
13. Academic intervention services are available to provide additional reading assistance.					
14. Instructional coaches are available to assist teachers in improving instructional strategies related to reading.					
15. The teachers personalize instruction to accommodate different levels of reading in the classroom.					
16. The school media center or library is aligned with reading-level information and is an integral part of the literacy program.					
17. Students have opportunities to apply reading skills by tutoring younger students.					
18. Students are challenged to increase reading fluency and comprehension.					
19. State assessments in all subjects have been analyzed based on student reading levels.					
<b>Comments:</b>					



6. Math Checklist	Pervasive	Considerable	Partial	Initiated	Absent
1. Math is an important priority throughout the school.					
2. There are clear, measurable goals for levels of math achievement.					
3. Mathematical reasoning is integrated in other disciplines.					
4. There is a comprehensive approach to placing students at the appropriate math level.					
5. Teachers have convenient access to data about student math achievement.					
6. Teachers make selections of instructional materials to appropriately challenge students.					
7. Students below target math achievement levels are tested frequently.					
8. Math teachers use writing strategies to improve math achievement.					
9. Teachers know the math level requirements for postsecondary opportunities, including college, employment, and personal use.					
10. Math teachers regularly share reading strategies with students.					
11. Academic intervention services are available to provide additional math assistance.					
12. Instructional coaches are available to assist teachers in improving instructional strategies related to math.					
13. Teachers personalize instruction to accommodate different levels of math achievement in the classroom.					
14. Students are challenged to increase math achievement.					
15. Students are able to articulate the processes used when solving problems.					
16. Performance-based assessments are used in math classrooms.					
17. Technology is integrated into math instruction.					
18. There is progress monitoring of student math achievement.					
19. There is a follow-up improvement plan based on student math achievement.					
20. NCTM's Processing standards (i.e., problem solving, reasoning and proof, connections, communication, and representation) are integrated into math instruction.					
<b>Comments:</b>					

7. Rewards and Grading Checklist	Pervasive	Considerable	Partial	Initiated	Absent
1. Teachers give frequent verbal feedback about the quality of student work.					
2. Student praise is typically made in public, and student criticism is usually made in private.					
3. Teachers routinely use symbols or public displays to recognize high-quality student work.					
4. Teachers maintain a system for tracking completion of students' assignments.					
5. Teachers maintain a system for information on student progress in learning.					
6. Students understand in advance the grading system.					
7. Teachers communicate frequently with parents about student progress.					
8. Students reflect on the quality of their work as part of the grading process.					
9. Teachers avoid using grades as an incentive for good behavior, such as bonus points.					
10. Teachers avoid reducing grades as punishment for poor behavior.					
11. Contracts are used for finishing incomplete work or doing additional honors work.					
12. Grades reflect the highest level of student learning and not simply an average of all work.					
13. Grading scales emphasize proficiency rather than percentage of correct answers.					
14. Rewards offered in advance as an incentive for hard work are used in moderation.					
15. Food, especially high-sugar treats such as candy and desserts, is used in moderation.					
16. Behavior grades, if used, are separate from academic grading.					
<b>Comments:</b>					

**Additional Comments**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# Notes

## Strategic Planning Guide

As a team, reflect on your discussions about the self-assessment checklists for each focus area and the sessions you have attended.

1. Identify Focus Areas and areas of concern that need further discussion.

Focus Areas
<b>1. Standards Alignment</b>
<b>2. Design for Rigor and Relevance</b>
<b>3. Active Learning Strategies</b>
<b>4. Personalization</b>
<b>5. Literacy</b>
<b>6. Math</b>
<b>7. Rewards and Grading</b>

2. Identify at least one concrete Action Step in each Focus Area selected that you will take during 2010-11 to prepare to transition to the new standards
3. Identify the person/s responsible for implementing each Action Step and the date to be accomplished.
4. Finally, identify the data or measure that will be used to evaluate the effectiveness and efficiency of actions taken.

### Sample

Focus Area	Area of Concern		
Math	Integration of writing strategies		
Actions steps to be taken: What do you plan to do?		Who will do this?	By when?
1. Identify 2-3 high payoff writing strategies for all teachers to integrate into classrooms.		Math teacher, ELA teacher, principal	December 15
2. Schedule a time for the professional learning community to learn these strategies and integrate them into classroom activities.		Principal and PLC members	January 30
How will this be evaluated?			
Through sharing of classroom activities and exemplars during professional learning community follow-up sessions			

Focus Area	Area of Concern	
Actions steps to be taken: What do you plan to do?	Who will do this?	By when?
How will this be evaluated?		

Focus Area	Area of Concern	
Actions steps to be taken: What do you plan to do?	Who will do this?	By when?
How will this be evaluated?		

Focus Area	Area of Concern	
Actions steps to be taken: What do you plan to do?	Who will do this?	By when?
How will this be evaluated?		

Focus Area	Area of Concern	
Actions steps to be taken: What do you plan to do?	Who will do this?	By when?
How will this be evaluated?		

# Notes