

INDEX

Overview of the High School CD Contents

This index provides a list of the files as they appear on the accompanying CD-ROM. These files are listed by section, along with a description of the file's content and file type.

▼ WHAT DATA ARE IMPORTANT?

The files in this section support Chapter 2 in the book and provide an overview of what data are important in understanding if a school is effectively carrying out its purpose and assessing if *all* students are learning.

Multiple Measures of Data Graphic	MMgraphc.pdf	Acrobat Reader
This is Figure 2.1 in a PDF (portable document file) for printing.		
Summary of Data Intersections	IntrscTbl.pdf	Acrobat Reader
This is Figure 2.2 in a PDF for your use with staff.		
Data Discovery Activity	ACTDiscv.pdf	Acrobat Reader
The purpose of this activity is to look closely at examples of data and to discover specific information and patterns of information, both individually and as a group.		
Intersections Activity	ACTIntrs.pdf	Acrobat Reader
The purpose of this activity is to motivate school improvement teams to think about the questions they can answer when they cross different data variables. It is also designed to help teams focus their data-gathering efforts so they are not collecting everything and anything.		
Creating Intersections Activity	ACTCreat.pdf	Acrobat Reader
This activity is similar to the <i>Intersections Activity</i> . The purpose is to have participants “grow” their intersections.		
Data Analysis Presentation	DASlides.ppt	Microsoft PowerPoint
This <i>Microsoft PowerPoint</i> presentation is an overview to use with your staffs in getting started with data analysis. The script of the presentation can be found under “view notes” and by setting the print option to “notes pages.” Handouts can be created by setting the print option to “handouts” (three slides to a page).		

Articles

These read-only articles, by Victoria L. Bernhardt, will be useful in workshops or in getting started on data with staff.

Multiple Measures	MMeasure.pdf	Acrobat Reader
This article by Victoria L. Bernhardt, in read-only format, summarizes why, and what, data are important to continuous school improvement.		
Intersections: New Routes Open when One Type of Data Crosses Another	Intersct.pdf	Acrobat Reader
This article by Victoria L. Bernhardt, in read-only format, published in the <i>Journal of Staff Development</i> (Winter 2000), discusses how much richer your data analyses can be when you intersect multiple data variables.		
No Schools Left Behind	NoSchls.pdf	Acrobat Reader
This article by Victoria L. Bernhardt, in read-only format, published in <i>Educational Leadership</i> (February 2003), summarizes how to improve learning for <i>all</i> students.		
Study Questions Related to <i>What Data are Important?</i>	Ch2Qs.doc	Microsoft Word
These study questions will help you better understand the information provided in Chapter 2. This template file can be printed for use with staff as they think through the data questions they want to answer and the data they will need to gather to answer the questions.		

▼ GETTING STARTED ON DATA ANALYSIS FOR CONTINUOUS SCHOOL IMPROVEMENT

The files in this section support Chapter 3 in the book and provide an overview of how a school can get started with comprehensive data analysis work.

Continuous School Improvement Planning via the School Portfolio Graphic	CSIPlang.pdf	Acrobat Reader
This read-only graphic displays the questions that can be answered to create a continuous school improvement plan. The data that can answer the questions, and where the answers would appear in the school portfolio, also appear on the graphic. In the book, it is Figure 3.1.		
Continuous School Improvement Planning via the School Portfolio Description	CSIdscr.pdf	Acrobat Reader
This read-only file shows Figure 3.1, along with its description.		
The School Portfolio Presentation	SPSlides.ppt	Microsoft PowerPoint
This <i>Microsoft PowerPoint</i> presentation is an overview to use with your staffs in getting started on the school portfolio. The script of the presentation can be found under “view notes” and by setting the print option to “notes pages.” Handouts can be created by setting the print option to “handouts” (three slides to a page).		
Study Questions Related to <i>Getting Started</i>	Ch3Qs.doc	Microsoft Word
These study questions will help you better understand the information provided in Chapter 3. This template file can be printed for use with staff as you begin continuous school improvement planning. Answering the questions will help staff determine the data needed to answer the questions discussed in this chapter.		

▼ ANALYZING THE DATA: WHO ARE WE?

The files in this section support Chapter 4 in the book and are tools to create a demographic profile of your school in order to answer the question, *Who are we?*

Study Questions Related to <i>Who Are We?</i>	Ch4Qs.doc	Microsoft Word
These study questions will help you better understand the information provided in Chapter 4. This template file can be printed for use as you study the case study or to use with staff as you study your own demographic data.		
Demographic Graphing Templates	HighDemog.xls	Microsoft Excel
All of the <i>Microsoft Excel</i> files that were used to create the demographic graphs in the Big River example in Chapter 4 appear on the CD in this section. Use these templates by putting your data in the data source table and changing the title/labels to reflect your data. Your graphs will build automatically. This file also explains how to use the templates.		
School Data Profile Template	HighProfil.doc	Microsoft Word
This <i>Microsoft Word</i> file provides a template for creating your own school data profile like the one in the example, using the graphing and table templates provided. Create your graphs in the graphing and table templates, then copy and paste them into the <i>School Profile Template</i> .		
School Profile	ProfilSc.doc	Microsoft Word
The <i>School Profile</i> is a template for gathering and organizing data about your school, prior to graphing. Please adjust the profile to add data elements you feel are important for describing the context of your school. This information is then graphed and written into a narrative form. If creating a school portfolio, the data graphs and narrative would appear in <i>Information and Analysis</i> . (If you already have your data organized and just need to graph it, you might want to skip this step and use the graphing templates described above.)		



Community Profile	ProfilCo.doc	Microsoft Word
<p>The <i>Community Profile</i> is a template for gathering and organizing data about your community, prior to graphing. Please adjust the profile to add data elements you feel are important for describing the context of your community. It is important to describe how the community has changed over time, and how it is expected to change in the near future. This information is then graphed and written into a narrative form. If creating a school portfolio, the data graphs and narrative would appear in <i>Information and Analysis</i>. (If you already have your data organized and just need to graph it, you might want to skip this step and use the graphing templates described on the previous page.)</p>		
Administrator Profile	ProfilAd.doc	Microsoft Word
<p>The <i>Administrator Profile</i> is a template for gathering and organizing data about your school administrators, prior to graphing. Please adjust the profile to fully describe your administrators. This information is then graphed and written into a narrative form. If creating a school portfolio, the data graphs and narrative will appear in <i>Information and Analysis</i> and <i>Leadership</i> sections. (If you already have your data organized and just need to graph it, you might want to skip this step and use the graphing templates described on the previous page.)</p>		
Teacher Profile	ProfilTe.doc	Microsoft Word
<p>The <i>Teacher Profile</i> is a template for gathering and organizing data about your school's teachers, prior to graphing. Please adjust the profile to fully describe your teachers. The synthesis of this information is then graphed and written into a narrative form. If creating a school portfolio, the data graphs and narrative would appear in <i>Information and Analysis</i>. (If you already have your data organized and just need to graph it, you might want to skip this step and use the graphing templates described on the previous page.)</p>		
Staff (Other than Teacher) Profile	ProfilSt.doc	Microsoft Word
<p>The <i>Staff (Other than Teacher) Profile</i> is a template for gathering and organizing data about school staff who are not teachers, prior to graphing. Please adjust the profile to fully describe your non-teaching staff. The synthesis of this information is then graphed and written into a narrative form. If creating a school portfolio, the data graphs and narrative would appear in <i>Information and Analysis</i>. (If you already have your data organized and just need to graph it, you might want to skip this step and use the graphing templates described on the previous page.)</p>		
History Gram Activity	ACTHstry.pdf	Acrobat Reader
<p>A team-building activity that will "write" the history of the school, which could help everyone see what staff has experienced since coming to the school and how many school improvement initiatives have been started over the years. It is helpful for understanding what it will take to keep this current school improvement effort going.</p>		
Questions to Guide the Analysis of Demographic Data	QsDemogr.doc	Microsoft Word
<p>This <i>Microsoft Word</i> file provides a guide for interpreting your demographic data. Adjust the questions to better reflect the discussion you would like to have with your staff about the gathered demographic data.</p>		
What I Saw in the Example	Ch4Saw.pdf	Acrobat Reader
<p><i>What I Saw in the Example</i> is a file, organized by the demographic study questions, that summarizes what the author saw in the demographic data provided by Big River High School.</p>		
Demographic Data to Gather to Create the Context of the School	DemoData.pdf	Acrobat Reader
<p>This file defines the types of demographic data that are important to gather to create the context of the school and describe <i>Who are we?</i></p>		

▼ ANALYZING THE DATA: HOW DO WE DO BUSINESS?

The files in this section support Chapter 5 in the book and include tools to help staff understand the organization and climate of the school from the perspective of students, staff, and parents. The resulting analyses can help answer the question, *How do we do business?*

Continuous Improvement Continuums for Schools	CICs.pdf	Acrobat Reader
This read-only file contains the seven <i>School Portfolio Continuous Improvement Continuums</i> for schools. These can be printed as is and also enlarged for posting individual staff opinions during staff assessments.		
Continuous Improvement Continuums for Districts	CICsDstrct.pdf	Acrobat Reader
This read-only file contains the seven <i>School Portfolio Continuous Improvement Continuums</i> for assessing the district level. These can be printed as is and also enlarged for posting individual staff opinions during staff assessments.		
Big River School Baseline CIC Results	BRBase.pdf	Acrobat Reader
This read-only file is the summary of Big River's baseline assessment on the <i>School Portfolio Continuous Improvement Continuums</i> .		

Continuous Improvement Continuum Tools

These files are tools for assessing on the CICs and for writing the CIC report.

Continuous Improvement Continuums Self-Assessment Activity	ACTCIC.pdf	Acrobat Reader
Assessing on the <i>Continuous Improvement Continuums</i> will help staffs see where their systems are right now with respect to continuous improvement and ultimately will show they are making progress over time. The discussion has major implications for the <i>Continuous School Improvement (CSI) Plan</i> .		
Coming to Consensus	Consenss.pdf	Acrobat Reader
This read-only file provides strategies for coming to consensus, useful when assessing on the <i>Continuous Improvement Continuums</i> .		
Continuous Improvement Continuums Report Example	ExReprt1.pdf	Acrobat Reader
This read-only file shows a real school's assessment on the <i>School Portfolio Continuous Improvement Continuums</i> , as an example.		
Continuous Improvement Continuums Report Example for Follow-Up Years	ExReprt2.pdf	Acrobat Reader
This read only file shows a real school's assessment on the <i>School Portfolio Continuous Improvement Continuums</i> over time, as an example.		
Continuous Improvement Continuums Baseline Report Template	ReptTemp.doc	Microsoft Word
This <i>Microsoft Word</i> file provides a template for writing your school's report of its assessment on the <i>School Portfolio Continuous Improvement Continuums</i> .		
Continuous Improvement Continuums Graphing Templates	CICGraph.xls	Microsoft Excel
This <i>Microsoft Excel</i> file is a template for graphing your assessments on the seven <i>School Portfolio Continuous Improvement Continuums</i> .		
Study Questions Related to <i>How Do We Do Business?</i>	Ch5Qs.doc	Microsoft Word
These study questions will help you better understand the information provided in Chapter 5. This template file can be printed for use with staff as you answer the question, <i>How do we do business?</i> , through analyzing Big River's perceptual data.		
What I Saw in the Example	Ch5Saw.pdf	Acrobat Reader
<i>What I Saw in the Example</i> is a file, organized by the perceptual study questions, that summarizes what the author saw in the perceptual data provided by Big River High School.		
Analysis of Questionnaire Data Table	QTable.doc	Microsoft Word
This <i>Microsoft Word</i> file is a tabular guide for interpreting your student, staff, and parent questionnaires, independently and interdependently. It will help you see the summary of your results and write the narrative.		



Full Narratives of Questionnaire Results Used in the Example

Big River Student Questionnaire Results	StuNarr.doc	Microsoft Word
This template file is the full narrative of student questionnaire results used in the school example.		
Big River Staff Questionnaire Results	StfNarr.doc	Microsoft Word
This template file is the full narrative of staff questionnaire results used in the school example.		
Big River Parent Questionnaire Results	ParNarr.doc	Microsoft Word
This template file is the full narrative of parent questionnaire results used in the school example.		

Education for the Future Questionnaires

These PDF files are for content review purposes only—not intended for use in questionnaire administration. For more information about administering and analyzing *Education for the Future* questionnaires, please visit http://eff.csuchico.edu/questionnaire_resources/.

Student (Kindergarten to Grade 3) Questionnaire	StQKto3.pdf	Acrobat Reader
This read-only file is the <i>Education for the Future</i> perception questionnaire for students in kindergarten through grade three.		
Student (Grades 1 to 12) Questionnaire	StQ1to12.pdf	Acrobat Reader
This read-only file is the <i>Education for the Future</i> perception questionnaire for students in grades one through twelve.		
Student (Middle/High School) Questionnaire	StQMidHS.pdf	Acrobat Reader
This read-only file is the <i>Education for the Future</i> perception questionnaire for middle and high school students.		
Teaching Staff Questionnaire	TeachStaffQ.pdf	Acrobat Reader
This read-only file is the <i>Education for the Future</i> perception questionnaire for teaching staff.		
Organizational Learning Questionnaire	OrgLearnQ.pdf	Acrobat Reader
This read-only file is the <i>Education for the Future</i> perception organizational learning questionnaire for staff.		
Administrator Questionnaire	AdminQ.pdf	Acrobat Reader
This read-only file is the <i>Education for the Future</i> perception questionnaire for administrators.		
Parent Questionnaire	ParntK12Q.pdf	Acrobat Reader
This read-only file is the <i>Education for the Future</i> perception questionnaire for parents of kindergarten through grade twelve students.		
High School Parent Questionnaire	ParntHSQ.pdf	Acrobat Reader
This read-only file is the <i>Education for the Future</i> perception questionnaire for parents of high school students.		
Alumni Questionnaire	AlumniQ.pdf	Acrobat Reader
This read-only file is the <i>Education for the Future</i> perception questionnaire for high school graduates.		
How to Analyze Open-ended Responses	OEnalz.pdf	Acrobat Reader
This read-only file discusses how to analyze responses to the open-ended questions on questionnaires.		
Questions to Guide the Analysis of Perceptions Data	PerceptQ.doc	Microsoft Word
This <i>Microsoft Word</i> file is a tabular guide for interpreting your perceptions data. You can change the questions if you like or use the file to write in the responses. It will help you write the narrative for your results.		



▼ **ANALYZING THE DATA: WHERE ARE WE NOW?**

The tools in this section support Chapter 6 in the book, help staffs determine the results of their current processes, particularly student achievement results, and can help staffs answer the question, *Where are we now?*

Study Questions Related to <i>Where Are We Now?</i>	Ch6Qs.doc	Microsoft Word
These study questions will help you better understand the information provided in Chapter 6. This template file can be printed for use with staff as you begin to explore your own student learning results.		
Arguments For and Against Standardized Testing	TestArgu.pdf	Acrobat Reader
This table summarizes the most common arguments for and against the use of standardized testing.		
Standardized Test Score Terms	TestTerm.pdf	Acrobat Reader
This table shows the different standardized testing terms, their most effective uses, and cautions for their uses.		
Arguments For and Against Performance Assessments	PerfArgu.pdf	Acrobat Reader
This table shows the most common arguments for and against the use of performance assessments.		
Arguments For and Against Teacher Grading	GradeArg.pdf	Acrobat Reader
This table shows the most common arguments for and against the use of teacher grading.		
Terms Related to Analyzing Student Achievement Results, Descriptively	SAterms1.pdf	Acrobat Reader
This table shows the different terms related to analyzing student achievement results, descriptively, their most effective uses, and cautions for their uses.		
Terms Related to Analyzing Student Achievement Results, Inferentially	SAterms2.pdf	Acrobat Reader
This table shows the different terms related to analyzing student achievement results, inferentially, their most effective uses, and cautions for their uses.		
What I Saw in the Example	Ch6Saw.pdf	Acrobat Reader
<i>What I Saw in the Example</i> is a file, organized by the student learning study questions, that summarizes what the author saw in the student learning data provided by Big River High School.		
Student Achievement Graphing Templates	HighSA.xls	Microsoft Excel
All of the <i>Microsoft Excel</i> files that were used to create the student achievement graphs in the Big River example (Chapter 6) appear on the CD. Use these templates by putting your data in the data table and changing the title/labels to reflect your data. The graphs will build automatically. This file also explains how to use the templates.		
Student Achievement Data Summary Template	HighSA.doc	Microsoft Word
This <i>Microsoft Word</i> file provides a template for creating your own school student achievement data summary like the one in the Big River example (Chapter 6), using the graphing and table templates provided. Create your graphs and tables in the graphing template, then copy and paste them into the <i>Student Achievement Data Summary Template</i> .		
Questions to Guide the Analysis of Student Achievement Data	QsStachv.doc	Microsoft Word
This <i>Microsoft Word</i> file consists of questions to guide the interpretation of your student learning data. You can write your responses into this file.		

▼ **ANALYZING THE DATA: WHAT ARE THE GAPS? AND WHAT ARE THE ROOT CAUSES OF THE GAPS?**

The tools in this section support Chapter 7 in the book and help staffs analyze their data to determine the gaps and the root causes of the gaps. These files and tools can help answer the questions, *What are the gaps?* and *What are the root causes of the gaps?*

Goal Setting Activity	ACTGoals.pdf	Acrobat Reader
By setting goals, a school can clarify its end targets for the school's vision. This activity will help a school set goals for the future.		
Gap Analysis and Objectives Activity	ACTGap.pdf	Acrobat Reader
The purpose of this activity is to look closely at differences between current results and where the school wants to be in the future. It is this gap that gets translated into objectives that guide the development of the action plan.		
Root Cause Analysis Activity	ACTRoot.pdf	Acrobat Reader
Root causes are the real causes of our educational problems. We need to find out what they are so we can eliminate the true cause and not just address the symptom. This activity asks staff teams to review and analyze data, and ask probing questions to uncover the root cause(s).		
Cause and Effect Analysis Activity	ACTCause.pdf	Acrobat Reader
This activity will help teams determine the relationships and complexities between an effect or problem and all the possible causes.		
Problem-Solving Cycle Activity	ACTCycle.pdf	Acrobat Reader
The purpose of the <i>Problem-Solving Cycle Activity</i> is to get all staff involved in thinking through a problem before jumping to solutions. This activity can also result in a comprehensive data analysis design.		
Problem-Solving Cycle Handout Template	CycleTmp.doc	Microsoft Word
This Microsoft Word file is the last three pages of the problem-solving cycle activity. Use this template to fill-in hunches and hypotheses about why the problem exists, determine the questions needed to answer with data to know more about the problem, and what data are needed to support those answers.		
Study Questions Related to the Gaps and the Root Causes of the Gaps	Ch7Qs.doc	Microsoft Word
These study questions will help you better understand the information provided in Chapter 7. This template file can be printed for use with staff as you analyze their data to determine the gaps and the root causes of the gaps.		
What I Saw in the Example	Ch7Saw.pdf	Acrobat Reader
<i>What I Saw in the Example</i> is a file, organized by the demographic study questions, that summarizes what the author saw in the demographic data provided by Big River High School.		
Gap Analyses Data Table Templates	HighGaps.doc	Microsoft Word
All of the <i>Microsoft Word</i> files that were used to create the gap analyses data tables in the Big River example (Chapter 7) appear on the CD. Use these templates by putting your data in the data table and changing the title/labels to reflect your data.		

No Child Left Behind (NCLB) Templates

Table templates for analyzing student learning data for NCLB are provided on the CD .

NCLB Language Scores Template	LangTbl.doc	Microsoft Word
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This *Microsoft Word* file is a table template to use in capturing your *No Child Left Behind* (NCLB) Language scores analysis.

NCLB Reading Scores Template	ReadTbl.doc	Microsoft Word
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This *Microsoft Word* file is a table template to use in capturing your *No Child Left Behind* (NCLB) Reading scores analysis.

NCLB Math Scores Template	MathTbl.doc	Microsoft Word
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This *Microsoft Word* file is a table template to use in capturing your *No Child Left Behind* (NCLB) Math scores analysis.

NCLB Student Achievement Reading Results Template	ProfLaEL.doc	Microsoft Word
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This *Microsoft Word* file is a table template to use in summarizing your *No Child Left Behind* (NCLB) disaggregated student achievement Reading proficiency results.

NCLB Student Achievement Math Results Template	ProfMaEL.doc	Microsoft Word
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This *Microsoft Word* file is a table template to use in summarizing your *No Child Left Behind* (NCLB) disaggregated student achievement Math proficiency results.

Group Process Tools and Activities

The files include read-only documents, examples, templates, tools, activities, and strategy recommendations. Many of the group process tools and activities can be used throughout the analysis of data.

Affinity Diagram Activity	ACTAfty.pdf	Acrobat Reader
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The affinity diagram encourages honest reflection on the real underlying root causes of a problem and its solutions, and encourages people to agree on the factors. This activity assists teams in discussing and resolving problems, using a nonjudgmental process.

Fishbowl Activity	ACTFish.pdf	Acrobat Reader
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The *Fishbowl Activity* can be used for dynamic group involvement. The most common configuration is an inner ring, which is the discussion group, surrounded by an outer ring, which is the observation group. Just as people observe the fish in the fishbowl, the outer ring observes the inner ring.

Forcefield Analysis Activity	ACTForce.pdf	Acrobat Reader
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The *Forcefield Analysis Activity* helps staffs think about the ideal state for the school and the driving and restraining forces regarding that ideal state.

Placemat Activity	ACTPlace.pdf	Acrobat Reader
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The *Placemat Activity* was developed to invite participants to share their knowledge about the school portfolio, data, a standard, an instructional strategy, a concept, etc.

T-Chart Activity	ACTTChrt.pdf	Acrobat Reader
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A *T-Chart* is a simple tool to organize material into two columns. Use a T-Chart to compare and contrast information or to show relationships. Use it to help people see the opposite dimension of an issue.

"X" Marks the Spot Activity	ACTXSpot.pdf	Acrobat Reader
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This activity helps staff understand levels of expertise or degrees of passion about a topic.

Quadrant Diagram Activity	ACTQuadr.pdf	Acrobat Reader
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A quadrant diagram is a method to determine which solution best meets two goals at once, such as low cost and high benefit.

▼ **ANALYZING THE DATA: HOW CAN WE GET TO WHERE WE WANT TO BE?**

The files in this section support Chapter 8 in the book, helping staffs answer the question, *How can we get to where we want to be?* through comprehensive planning to implement the vision and eliminate the gaps, using powerful professional development, leadership, partnership development, and continuous improvement and evaluation.

Big River Shared Vision	BRVision.pdf	Acrobat Reader
This read-only file is Big River's Guiding Principles and Shared Vision, also shown on pages 205-207 in Chapter 8.		
Big River School Plan for Improvement	SchlPlan.pdf	Acrobat Reader
This read-only file is the first draft of the Big River School Plan and is shown as Figure 8.1 in Chapter 8.		
Planning Template	APForm.doc	Microsoft Word
A quality action plan to implement the vision consists of goals, objectives, strategies/actions, persons responsible, resources needed, due dates, and timelines. A template with these components is provided in <i>Microsoft Word</i> , ready to be completed.		
Big River Leadership Structure	LeadPlan.pdf	Acrobat Reader
This read-only file is the Big River Leadership Structure, created from the overall action plan, and is shown on pages 214-217 in Chapter 8.		
Big River Professional Learning Calendar	PrDevCal.pdf	Acrobat Reader
This read-only file is Big River's 2004-05 Fall/Winter Professional Learning Calendar, also shown as Figure 8.2 in Chapter 8.		
Professional Learning Calendar Template	PrDevCal.doc	Microsoft Word
This <i>Microsoft Word</i> document is a template for creating your school Professional Learning Calendar.		
Classroom Observation Tool	ObvTool.pdf	Acrobat Reader
This read-only file is the first draft of the <i>Big River Classroom Observation Tool</i> , created for assessing where each teacher is in implementing the state-content standards and vision, and shown as Figure 8.3 in Chapter 8.		
Big River Partnership Plan	PartPlan.pdf	Acrobat Reader
This read-only file is the Big River Partnership Plan, created from the overall action plan, and is shown on pages 222-223 in Chapter 8.		
Establishing a Partnership Plan	EstPPlan.pdf	Acrobat Reader
This read-only file describes the steps in creating a partnership plan that will become a part of the continuous school improvement plan.		
Partnership Evaluation Questionnaire	PaEvalQ.pdf	Acrobat Reader
This read-only file is used to assess community members' role in the partnership, perceptions of the impact of the partnership, and satisfaction with the partnership program, and is shown as Figure 8.4 in Chapter 8.		
Big River Evaluation Plan	EvalPlan.pdf	Acrobat Reader
This read-only file, the Big River Evaluation Plan, condenses the measurement column of the action plan into a comprehensive evaluation plan, and is shown as Figure 8.5 in Chapter 8.		
Evaluating a Program Activity	ACTEval.pdf	Acrobat Reader
The purpose of this activity is to get many people involved in creating a comprehensive evaluation design to determine the impact of a program and to know how to improve the program.		

Powerful Professional Development Designs	Designs.pdf	Acrobat Reader
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This read-only file describes numerous ways to embed professional development into the learning community.

Powerful Professional Development Designs Folder

Powerful Professional Development Designs are those that are embedded into the daily operations of a staff. They are ongoing and lead to improvement of instruction and increases in student learning.

Action Research Activity	ACTRsrch.pdf	Acrobat Reader
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Teachers and/or administrators raise questions about the best way to improve teaching and learning, systematically study the literature to answer the questions, implement the best approach, and analyze the results.

Cadres or Action Teams Activity	ACTCdres.pdf	Acrobat Reader
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Organizing cadres or teams allows for the delegation of responsibilities so teams of educators can study new approaches, plan for the implementation of new strategies or programs, and get work done without every staff member's involvement.

Case Studies Activity	ACTCases.pdf	Acrobat Reader
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Staff members review case studies of student work, and/or of another teacher's example lessons, which can lead to quality discussions and improved practices.

Coaching Activity	ACTCoach.pdf	Acrobat Reader
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Teachers form teams of two or three to observe each other, plan together, and to talk and encourage each other in meaningful ways, while reflecting on continuously improving instructional practices.

Examining Student Data: <i>Teacher Analysis of Test Scores Table One</i>	Table1.doc	Microsoft Word
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Examining student data consists of conversations around individual student data results and the processes that created the results. This approach can be a significant form of professional development when skilled team members facilitate the dialogue.

Examining Student Work Activity	ACTSWork.pdf	Acrobat Reader
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Examining student work as professional learning ensures that what students learn is aligned to the learning standards. It also shows teachers the impact of their processes.

Example Lessons: <i>Birds of a Feather Unit Example</i>	UnitEx.pdf	Acrobat Reader
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Some teachers need to see what a lesson that implements all aspects of the school vision would look like. Providing examples for all teachers to see can reward the teacher who is doing a good job of implementing the vision and provide a template for other teachers. It is very effective to store summary examples in a binder or on a website for everyone to peruse at any time.

Example Lessons: <i>Unit Template</i>	UnitTpl.doc	Microsoft Word
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This template provides the outline for creating instructional units that implement the vision.

Immersion Activity	ACTImrsn.pdf	Acrobat Reader
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Immersion is a method for getting teachers engaged in different content through hands-on experiences as a learner.

Journaling Activity	ACTJourn.pdf	Acrobat Reader
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Journal writing helps teachers construct meaning for, and reflect on, what they are teaching and learning.

Listening to Students Activity	ACTListn.pdf	Acrobat Reader
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Students' perceptions of the learning environment are very important for continuous improvement. Focus groups, interviews, and questionnaires can be used to discover what students are perceiving.

Needs Assessment: <i>Professional Development Needs Related to Technology Example</i>	TechnEx.pdf	Acrobat Reader
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Needs assessments help staff understand the professional development needs of staff. At the same time, if done well, this tool can lead to quality staff conversations and sharing of knowledge.

Needs Assessment: <i>Professional Development Needs Related to Technology Template</i>	TechTpl.doc	Microsoft Word
This template provides the outline for doing your own professional development needs assessment.		
Networks Activity	ACTNtwrk.pdf	Acrobat Reader
Purposeful grouping of individuals/schools to further a cause or commitment.		
Partnerships: <i>Creating Partnerships Activity</i>	ACTParts.pdf	Acrobat Reader
Teachers partnering with businesses in the community, scientists, and/or university professors can result in real world applications for student learning and deeper understandings of content for the teacher.		
Process Mapping: <i>Charting School Processes Activity</i>	ACTProcs.pdf	Acrobat Reader
School processes are instruction, curriculum, and assessment strategies used to ensure the learning of all students. Mapping or flowcharting school processes can help staff members objectively look at how students are being taught.		
Reflection Log Activity	ACTLog.pdf	Acrobat Reader
Reflective logs are recordings of key events in the educators' work days to reflect on improvement and/or to share learnings with colleagues.		
Scheduling Activity	ACTSchdl.pdf	Acrobat Reader
A real test for whether or not a vision is realistic is to have teachers develop a day's schedule. This will tell them immediately if it is doable, or what needs to change in the vision and plan to make it doable.		
School Meetings: <i>Running Efficient Meetings</i>	Meetings.pdf	Acrobat Reader
Staff, department, grade level, and cross-grade level meetings can promote learning through study or sharing best practice, while focusing on the implementation of the vision.		
Self-Assessment: <i>Teacher Assessment Tool Related to the School Vision</i>	AssessEx.pdf	Acrobat Reader
This read-only file shows staff assessments on tools to measure progress toward the vision, such as the <i>Continuous Improvement Continuums</i> , will help teachers see where their school is as a system and what needs to improve for better results.		
Self-Assessment: <i>Teacher Assessment Tool Related to Our School Vision</i>	AssessEx.doc	Microsoft Word
This template file for staff assessments on tools to measure progress toward the vision, such as the <i>Continuous Improvement Continuums</i> , will help teachers see where their school is as a system and what needs to improve for better results.		
Self-Assessment: <i>Our School Shared Vision Implementation Rubric Example</i>	StRubric.pdf	Acrobat Reader
Self-assessments on tools to measure progress toward the vision, such as the <i>Continuous Improvement Continuums</i> , will help teachers see where their school is as a system and what needs to improve for better results.		
Self-Assessment: <i>Our School Shared Vision Implementation Rubric Template</i>	StRubric.doc	Microsoft Word
This template file for staff assessments on tools to measure progress toward the vision, such as the <i>Continuous Improvement Continuums</i> , will help teachers see where their school is as a system and what needs to improve for better results.		
Self-Assessment: <i>Staff-Developed Rubric Activity</i>	ACTRubric.pdf	Acrobat Reader
This activity for staff assessments on tools to measure progress toward the vision, such as the <i>Continuous Improvement Continuums</i> , will help teachers see where their school is as a system and what needs to improve for better results.		

Shadowing Students Activity	ACTShadw.pdf	Acrobat Reader
Purposefully following students and systematically recording the students' instructional experiences is a wonderful job-embedded approach to understanding what students are experiencing in school.		
Storyboarding Activity	ACTStory.pdf	Acrobat Reader
Storyboarding is an activity that will allow participants to share previous knowledge, while reflecting on the topic. It is a structure for facilitating conversations.		
Study Groups Activity	ACTStudy.pdf	Acrobat Reader
Groups of educators meet to learn new strategies and programs, to review new publications, or to review student work together.		
Teacher Portfolio Activity	ACTTcher.pdf	Acrobat Reader
Teacher portfolios can be built to tell the story of implementing the vision in the classroom, and its impact on student learning. Portfolios are excellent for reflection, understanding, and showing progress. Portfolios can be used for many things including self-assessment, employment, supervision to replace traditional teacher evaluation, and peer collaboration.		
Train the Trainers Activity	ACTTrain.pdf	Acrobat Reader
Train the trainers is an approach to saving time and money. Individuals are trained and return to the school or school district with a commitment to train others.		
Tuning Protocols Activity	ACTTune.pdf	Acrobat Reader
A tuning protocol is a formal process for reviewing, honoring, and fine-tuning colleagues' work through presentation and reflection.		

▼ **ANALYZING THE DATA: CONCLUSIONS AND RECOMMENDATIONS**

The files in this section support Chapter 9 in the book and help staffs evaluate their programs and processes.

Databases Can Help Teachers with Standards Implementation	Dbases.pdf	Acrobat Reader
This read-only article, by Victoria L. Bernhardt, describes how databases can help with standards implementation.		
Data Tools for School Improvement	DataTools.pdf	Acrobat Reader
This read-only article, by Victoria L. Bernhardt, describes how data tools can help schools analyze and use data effectively.		