



2020 - A VISION FOR LEARNING

Collaborative Conference Visiting Team Guide

for members of Collaborative Conference teams visiting public elementary, middle and high schools

Spring 2020

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

Commission on Public Schools

3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514 USA
Phone 781-425-7700 | Toll free (US) 855-886-3272 | www.neasc.org/cps

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Overview of the Collaborative Conference Visit

Purpose of the Collaborative Conference visit

The purpose of the Collaborative Conference visit is to gather information about the current conditions of the school; to collaboratively review and refine the school's Self-Reflection findings and the identified priority areas for growth and improvement; and to support the school in the development of its goals for growth. The Collaborative Conference visiting team will also check the school's alignment to the Foundational Standards. The school will be scheduled for a Collaborative Conference visit in the spring or fall two years prior to their Decennial Accreditation visit date. Schools will have the opportunity to choose from a window of available time and give input into when their conference is scheduled. The Collaborative Conference team will work with the school to ensure that the identified goals for growth reflect the priority areas that have the greatest impact on student learning and that there are not obvious omissions or other needed improvement areas.

Collaborative Conference Visit Outline

The Collaborative Conference visit will take two days. The team will consist of 2-4 visitors, depending on the size of the school. The team will include a chair and assistant chair and 2 other educators representing CPS. The first day of the Collaborative Conference visit will include a school tour, classroom visits, and meetings with representative groups of various stakeholders including the principal, superintendent, teachers, students, other personnel as requested, and the Self-Reflection committee. The second day will include additional meetings, if necessary, and time for the team to complete its report. Costs for the Collaborative Conference visit (meals, hotel rooms, and travel expenses) will be paid by the school. In most cases, visiting team members will be within an hour's drive of the school. On occasion, it may be necessary for a visiting team member to receive accommodations for the evening prior to the visit.

Before the Collaborative Conference visit

Understand the 2020 Standards

Read all Standards and Principles. The connections between the Standards will form a complete picture of the school. Recognizing that many schools have not fully achieved every Principle in every Standard, your role as a Collaborative Conference visiting team member is to determine the school's degree of progress toward, and capacity for achieving, the concepts of the Standards through priority areas identified in the Self-Reflection. The Collaborative Conference visiting team should take into consideration whether administrators and faculty demonstrate an understanding of the Standards and have made plans to transform their schools, in alignment with the Standards. The Collaborative Conference visiting team will also analyze the school's readiness and capacity for change and will examine how the changes will improve teaching and learning. That is, the team will look for a focus on, and prioritization of, outcomes.

Review Preliminary Information

The school and the chair will enter preliminary information into the Accreditation Portal. Team members will receive a user name and password for the Accreditation Portal, where they will find what was uploaded: the school and community summary, vision of the graduate, core values, beliefs and learning expectations, any rubrics or measurements for the learning expectations, the Self-Reflection, and the corresponding evidence. Team members will be assigned Standards to review and will develop questions from reading the Self-Reflection and reviewing this guide. In advance of the visit, team members will read over the Self-Reflection, priority areas, strengths and needs, and any evidence uploaded to the portal. Among that evidence is the new NEASC survey for students, parents, and faculty members, which the school will have conducted before beginning its Self-Reflection. The survey provides external perspective to help assess the school's alignment to the Standards for Accreditation. There may be additional evidence in hard copy at the school.

Understand the Core Values, Beliefs about Learning, and Vision of the Graduate

The school's guiding statements include a combination of its current core values, beliefs about learning, and learning expectations. Visiting team members determine the extent to which the mission, core values, beliefs about learning, and vision of the graduate are reflected in the culture of the school, and the extent to which it drives important decisions about policies, procedures, and resource allocations. Look for evidence that the school has articulated its vision of the graduate, is reflective about its common beliefs, and regularly makes decisions that promote the achievement of the learning expectations for all students.

The core values and beliefs about learning include:

- the core values held by stakeholders in the school
- the beliefs about learning that stakeholders agree upon which should be used to guide the curriculum, instructional, and assessment programs and practices

The vision of the graduate includes the transferable skills, knowledge, understandings, and dispositions necessary for future success. The vision of the graduate is a critical document because it defines:

- **Transferable skills** are the essential skills students need to be able to confront new challenges in and outside of school. Transferable skills include creativity, critical thinking, communication, and collaboration.
- **Dispositions** are the patterns of behavior and thinking necessary for success in and out of school. Examples of dispositions could be persistence, flexibility, empathy, courage, and accuracy.
- **Knowledge** includes the topics, information, and facts that are essential for students to be able to recall or access.
- **Understandings** is the ability to marshal skills and facts wisely and appropriately, through effective application, analysis, synthesis, and evaluation.

Review the School's Self-Reflection

In year one of the Accreditation cycle, the school reflected on its alignment to the NEASC 2020 Standards. The Self-Reflection phase and related data collection informs the school's plan for growth. It is viewed as a research and reflection step to help the school sharpen its vision and action steps for continuous improvement. The school developed a committee to conduct the Self-Reflection and write the Self-Reflection report.

Part 1 – Look Back: a brief look back at recent milestones, improvements, and existing priorities for the school.

Part 2 – Current Conditions: assessment and review of the school's current alignment to each Principle of Effective Practice in the Standards.

- The School and Community Summary provides information about demographics to provide the visiting team with some background information and context.
- The school must meet the Foundational Elements within each Standard. The school uses the Foundational Elements Rubric (See Appendix F) to determine if the school "Meets" or "Does Not Meet" each Foundational Element. If the school does not meet a Foundational Element, that Element will become a Priority Area.
- The school also determines the phase in their alignment to each Principle using the Principle Rubric (See Appendix G) and the descriptions for each phase of implementation: Not Yet Evident, Initiating, Developing, Implementing, or Transforming.

- The school writes a narrative in the NEASC online portal explaining the committee’s rating for each Foundational Element (Meets or Does Not Meet), based on the rubric. Narratives for the Foundational Elements can be brief because additional information for each Element will be included in the narratives for the corresponding Principle. Narratives and evidence for the Foundational Elements can be used again with corresponding Principles.
- The school also writes a narrative in the NEASC online portal explaining the committee’s rating for each Principle within the Standards, based on the Principle Rubric. After the narratives are completed for each Principle within a Standard, the school determines overall strengths and areas for growth for that Standard.

Part 3 – Capacity for Continuous Growth as a Learning Organization: evaluation of the school’s capacity for continuous growth and improvement as a learning organization.

A learning organization consistently facilitates the learning of its members and is continuously evolving. Schools whose cultures, structures, and processes facilitate ongoing student, adult, and organizational learning are working toward becoming learning organizations.

Part 4 – Goals and Vision for the Future: based on the school’s vision of the graduate, this section describes the school’s short-term and long-term vision and goals.

Part 5 –Priority Areas for NEASC School Growth Plan Identified by the school

The NEASC School Growth Plan will be written after the Collaborative Conference Visit Report is received. At least one priority area must be related to student learning. The Collaborative Conference visiting team will verify the validity of the priority areas and identify any obvious omissions.

The Collaborative Conference Visit

Required Elements of a Collaborative Conference visit include:

Tour of the school building

Classroom visits (at least 90 minutes)

Meeting* with the Self-Reflection committee** to discuss the Self-Reflection report

Meeting with a representative group of students

Meeting with a representative group of parents

Meeting with a representative group of teachers

Meeting with central office administrators

Meeting with building administrators

Meeting with department leaders or other school leaders

Meeting with support staff personnel such as school counselors, nurse, librarian, and special education personnel

*All meetings should be 45 minutes to an hour, depending on the school bell schedule. Visitors may be asked to attend different meetings during the same block of time at the discretion of the chair.

**May be selected members of the committee depending on how the school structured the Self-Reflection process.

Sample Collaborative Conference Visit Schedule

Day 1*

7:30 a.m.	Team arrival at the school
7:45 – 8:15 a.m.	Tour of the building and grounds
8:20 – 9:00 a.m.	Review report with Self-Reflection committee
9:00 – 10:30 a.m.	Observe classes
10:30 – 11:25 a.m.	Meeting with central office administrators/Mtg with support staff
11:30 a.m. - 12:00 p.m.	Lunch
12:00 p.m. – 12:45 p.m.	Meeting with parents/Meeting with students
12:50 - 1:50 p.m.	Meeting with a representative group of teachers
1:55 - 2:40 p.m.	Meeting with department heads or other school leaders
2:45 – 3:30 p.m.	Meeting with building administrators
3:45 p.m.	Leave school and check in to hotel
6:00 p.m.	Dinner and evening meeting to debrief findings

Day 2

6:30 a.m.	Breakfast and check out of hotel
7:30 a.m.	Arrival at school
7:45 a.m. – 12:00 p.m.	Work on collaborative conference report in team room and other meetings as requested by the chair
12:00 p.m. – 12:30 p.m.	Lunch
1:00 p.m.	Debrief with principal
1:45 p.m.	Depart

***Note: The Collaborative Conference schedule will be developed by the chair in consultation with the principal and/or Accreditation Coordinators and will be adjusted based on the school's bell schedule. Team members may split up between scheduled meetings.**

Facility tour

The tour conducted by students should enable you to see parts of the school that students believe are important in their daily lives. As you tour the physical plant, be attentive to instructional areas including the media center, guidance area, computer and science labs, performance areas for the arts program, the cafeteria, and the gymnasium. Determine the extent to which the physical plant meets the learning needs of students and provides appropriate areas for their involvement in school activities. It is equally important to gain a sense of the students' beliefs about the condition of the facility and any specific areas of strength or need. If the facility has needs, there may be a more structured tour for one of the visiting team members.

Visiting Classrooms

The purpose of classroom visits is to learn more about the teaching and learning happening in the school. You can see what happens during the school day, what types of learning activities students are involved in, how they relate to their teachers and the school, and how teachers teach and assess learning. Observing learning is critical to your understanding of how the school functions. See Appendix A for the “Look-fors” and evidence gathering sheet.

Meetings with Committees and Groups

Team members will participate in various meetings, assigned by the chair, which will give background information needed to prepare reports. The overall purpose in meeting with various groups is to formulate working conclusions regarding the school's alignment to the Standards. Be sure to verify and clarify all evidence. Please ask/select questions that will help resolve issues or confirm initial conclusions from the Self-Reflection or the prepared questions in Appendix D. There will not be sufficient time to ask all the questions provided, so please prioritize questions carefully.

Conducting a meeting

Set the stage. Begin on time, even if everyone is not present. Keep track of the time.

- Call the group to order and state the purpose of the meeting. *Short* introductions are appropriate.
- Begin the discussion with a general question which anyone might answer. Be sure to let as many people respond as possible before changing to a new subject or question. Be sensitive to the dynamics of the group.
- Be confident and relaxed. There is no need to be apologetic about your questions. When appropriate, clarify and summarize what has been said.
- Ask for the information that you need in a straightforward manner. Don't pose as an expert. Move on to another topic if there is little or no interest by the group in the issue at hand.
- Near the end of the meeting ask if anybody has something else to say and be sure to invite further discussions with individuals at a later time.
- Thank them and dismiss the group on time.

Remember that *the purpose of the meeting is to gather and clarify information*. Do not share any judgments, conclusions, or information about team members' schools with those at the meeting. Corroborate impressions with others on the visiting team.

Writing the Collaborative Conference Report

After gathering evidence from a variety of sources and clarifying any questions that arise, you will write a report that expresses your conclusions about the school's alignment to each of the Standards.

Think about how the school placed itself on the continuum for each Principle (Appendix G).

1. Evaluate Each of the Foundational Elements

- ✓ Determine whether the school meets or does not meet each Foundational Element using the Foundational Elements Rubric (Appendix F)
- ✓ Write a brief narrative to explain your conclusions using the points outlined in the Foundational Elements writing guide (Appendix C). See sample narrative in Appendix H.
- ✓ Rate the school's alignment to each Foundational Element by checking the appropriate box in the online portal.

2. Write a Narrative for Each Standard

- ✓ Write a paragraph for each principle in the Standard. Each paragraph should include a conclusion describing the school's level of implementation of the Principle, explanations to clarify the conclusion, and examples to show how the school is implementing the principle. See sample narrative in Appendix I.
 - Develop a conclusion sentence for each paragraph using the language of the principle and the continuum of terms (Appendix B).
 - Explain each conclusion using as much relevant detail as possible.
 - Provide specific examples of how the school is implementing the principle for each conclusion.
 - Use information gathered throughout the Collaborative Conference, from the Self-Reflection report, and from other evidence provided by the school to draw conclusions, explain conclusions, and provide examples of implementation.
- ✓ Cite three or more sources of evidence used to formulate the conclusions by checking the appropriate boxes in the online portal.

3. Address Each of the Priority Areas and Consider Additional Priority Areas if Necessary

- ✓ Analyze the school's stated priorities considering the following questions:
 - Does the team feel that these are the appropriate priority areas for the school? What evidence is that assessment based on? Evidence might include meetings with teachers, parents, and administrators; classroom visits; and the school tour.
 - Are the identified priority areas places where the school needs to strengthen or better align within the NEASC Standards?
 - Are these priority areas related to school and district priorities that the school is working on and where it needs to focus attention?
- ✓ Consider whether an additional priority area is necessary
 - Based on the information gathered by the team, are there any obvious omissions that the school made when selecting its priority areas? If so, what additional priority areas should be considered?

- If the school has not met one or more of the Foundational Elements, recommend an additional priority related to the Element and state the reasons why the school should address it.
- If the school has other needs that do not rise to the level of a priority area, they can also be expressed as recommendations.
- ✓ For each of the school’s stated priority areas: (See Appendix J for an example)
 1. Use the following heading: “The Collaborative Conference visiting team concurs (or not) with the priority area identified by the school.” Or “The Collaborative Conference visiting team recommends a modification to the priority area identified by the school.”
 - a. Write the goal based on the school’s response and cite the relevant principles
 2. Use the following heading: “School Response”
 - a. Copy and paste what the school wrote in the Self-Reflection report
 3. Use the following heading: “Visiting Team Response”
 - a. Describe the team’s perspective and include any specific areas for attention by the school.
 4. Include a brief narrative that explains the team’s rationale for agreeing with the priority area and any information you feel the school should consider as they take on this goal. This is the team’s chance to provide perspective or context for this priority area based on the information gathered during the visit.
- ✓ For an additional priority area:
 1. Use the following heading: “The Collaborative Conference visiting team recommends the school consider an additional priority area.”
 - a. Write the goal and cite the relevant principles
 - b. Describe the team’s perspective and include any specific areas for attention by the school.

4. Write Commendations and Recommendations Based on Each Standard

- ✓ Determine **commendations** that are in order. These are areas where the school aligns to the Foundational Elements and Principles. Always begin a commendation with phrase that references what is being commended.
 - Begin the commendation with a noun. Commend the practice mentioned in the narrative report as well. Every commendation should be easily traced back to your writing.
- ✓ If your conclusions describe a practice that needs improvement or one that is lacking in the school, write a **recommendation** that reflects what the school needs to address.
 - Recommendations begin with a verb and are written in the imperative. Recommendations direct the school to accomplish something. The recommendation should have an expected outcome. It may be what the school wants to accomplish or another generalized outcome. In most cases, it should not be prescriptive.
 - Recommendations should not be written for priority areas or foundational elements. These should be addressed in the responses to the priority areas.
 - Recommendations should be related to principles that do not fall within priority areas but need immediate attention.

Appendix A

Look-fors in Classrooms and Student Work

Learning	
<p>skills and competencies necessary to attain the school’s vision of the graduate</p> <p>knowledge, understandings, transferable skills, and dispositions necessary for future success</p> <p>dispositions, such as independence, flexible thinking, and persistence</p> <p>disciplinary and interdisciplinary knowledge</p> <p>deep understanding</p> <p>higher order thinking</p> <p>inquiry</p> <p>application of knowledge and skills to authentic tasks</p> <p>collaboration</p>	<p>questioning, analysis, and understanding impacts</p> <p>analysis, synthesis, creativity, making connections, and understanding relationships</p> <p>critical and creative thinking</p> <p>using technology in informed, effective, and ethical ways</p> <p>communicate clearly and creatively</p> <p>construct knowledge</p> <p>The ability to:</p> <ul style="list-style-type: none"> ○ create ○ problem-solve ○ share work with an audience
Teaching	
<p>interdisciplinary learning, project-based learning, and authentic learning experiences</p> <p>strategic differentiating and individualizing</p> <p>purposefully organized group learning</p> <p>connections to prior knowledge across disciplines</p> <p>additional support and alternative strategies</p> <p>organizational, grouping, and tiered intervention strategies</p> <p>learning that is personalized, relevant, and authentic</p> <p>opportunities for students to determine learning outcomes, set goals and reflect upon the results</p> <p>student discourse and reflection on learning</p> <p>student choice, pursuit of personal interests, and opportunities for creative expression</p> <p>opportunities to learn in and out of school</p> <p>experiences that are cognitively challenging</p> <p>a wide range of assessment strategies, including formative, summative assessments, and common assessments</p> <p>specific and measurable criteria for success provided to learners prior to assessments</p>	<p>regular and consistent checks for understanding</p> <p>presentation of learning to authentic audiences</p> <p>multiple and varied opportunities over time to demonstrate learning</p> <p>consistent, systematic, specific, and timely corrective feedback</p> <p>opportunities to revise and improve work</p> <p>teacher feedback as well as peer feedback and self-reflection</p> <p>separate grading/reporting and feedback for work habits and academic skills</p> <p>technology to:</p> <ul style="list-style-type: none"> ○ access, support, document, and supplement learning ○ broaden perspectives locally and globally ○ personalize the pace of learning ○ share work with an audience beyond the school community ○ collaborate digitally to support learning ○ engage in learning beyond the constraints of the school building and school day

Evidence Gathering Worksheet

Context: e.g. student work, observation, interview, meeting. For classroom observations:

Room: Teacher: Course:

In the conclusion section describe the principle or descriptors observed

Literal Notes	Conclusions

Appendix B

Continuum of Terms for Writing Conclusions

From the Rubric	Quantitative	Qualitative
<p>TRANSFORMING</p> <p>driving innovation</p> <p>organizations or systems support and sustain</p> <p>firmly in place</p> <p>implementing</p> <p>living</p> <p>plans and timelines</p> <p>in place</p> <p>working on</p> <p>developing</p> <p>initiating</p> <p>not yet in action</p> <p>being considered by the school community</p> <p>thinking about</p> <p>NOT YET EVIDENT</p>	<p>ALWAYS</p> <p>all</p> <p>across the school</p> <p>pervasively</p> <p>often</p> <p>the vast majority</p> <p>most</p> <p>extensively</p> <p>consistently</p> <p>frequently</p> <p>sometimes</p> <p>in some areas</p> <p>occasionally</p> <p>limited</p> <p>infrequently</p> <p>rarely</p> <p>NEVER</p>	<p>by design – not by design</p> <p>individually – collaboratively</p> <p>deliberately – haphazardly</p> <p>formally – informally</p> <p>implicitly – explicitly</p> <p>purposefully – lacking connection</p> <p>systematically – by happenstance</p> <p>consistently – inconsistently</p> <p>commonly – seldom</p> <p>targeted – scattered</p> <p>regularly – sporadically</p>

Appendix C

Foundational Elements Writing Guide

In your narrative, state whether the school meets the element or not. Then include answers to each of the questions.

FOUNDATIONAL ELEMENT

1.1a The school community provides a safe environment.

Questions

- How do students and adults feel safe in the school?
- How does the school community deliberately build and maintain a physically safe environment for learners and adults?
- What policies and processes are in place or designed to ensure the safety of learners and adults?

FOUNDATIONAL ELEMENT

1.2a The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

Questions

- Does the school community have a written document describing its core values, beliefs about learning, and vision of the graduate?

FOUNDATIONAL ELEMENT

2.2a There is a written curriculum in a consistent format for all courses in all departments.

Questions

- Is there a written curriculum in a consistent format for all courses in all departments that includes:
 - units of study with guiding/essential questions, concepts, content, and skills
 - instructional strategies
 - assessment practices?

FOUNDATIONAL ELEMENT

3.1a The school has a current school improvement/growth plan.

Questions

- Does the school have a school improvement/growth plan that includes school-specific goals?
- Does the school improvement/growth plan inform decision-making in the school based on the school's priorities?

FOUNDATIONAL ELEMENT

4.1a The school has intervention strategies designed to support students.

Questions

- Does the school provide a range of intervention strategies for students? If so, briefly describe these strategies.
- Does the school have a process to identify and refer students who need additional assistance? If so, briefly describe this process.

FOUNDATIONAL ELEMENT

5.1a The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.

Questions

- Do the school buildings and facilities ensure a safe, secure, and healthy environment for students and adults?
- Are school buildings and facilities clean and well-maintained?
- Do the school buildings and facilities meet all applicable federal and state laws and are they in compliance with local fire, health, and safety regulations?

Appendix D

Meeting Questions

MEETING WITH STEERING COMMITTEE, SELF-REFLECTION COMMITTEE, AND/OR STANDARDS CHAIRS

- Who was involved in the Self-Reflection, and how was it organized and created?
- How and to what extent were the Standard Committees representative of multiple stakeholders in the school community, such as administrators, teachers, other professional staff, support staff, parents, students, and community members?
- In what ways did the Self-Reflection Committee engage the faculty in the Self-Reflection phase through involvement in the collection of evidence, providing input and feedback, and through regular progress updates?
- How did you arrive at the ratings on the Foundational Elements and the Principles?
- How and to what extent was the consensus of the professional staff reached on each part of the report?
- How did the school determine its priority areas for growth?

FACILITY TOUR

- How does the school ensure that all students and adults are physically safe?
- How and to what degree do the school building and grounds support safety, security, learning, curricula, and co-curricular activities?
- How can the school verify that the building is in compliance with local fire, health, and safety regulations?
- Are all areas of the building clean and well maintained?
- What written and understood protocols are in place to ensure the safety of students, staff, and visitors?
- If you could do something to improve the school, what would you do?

MEETING WITH STUDENTS

- What do you like best about your school? If you could change one thing about your school, what would it be?
- Do you feel safe at this school?
- Are all kids accepted at this school?
- How do you know that adults in the school care about you?
- How do your teachers make adjustments to support your learning, and do you think your teachers understand how you learn best?

- What opportunities are there for you to present your learning to authentic, real-life audiences?
- In what ways do teachers ask you to show what you know?
- When trying to show your teacher that you have learned something, are you comfortable trying something out of the ordinary – “thinking outside of the box” – and maybe not succeeding the first time around?
- Do teachers allow you to revise and improve your work?
- How do you use technology?
- If you could do something to improve the school, what would you do?

MEETING WITH PARENTS

- What is the best part about this school? What are its needs/ areas for growth?
- Is this school a safe place for your son or daughter?
- Do you have a clear understanding of the school’s core values, beliefs about learning, and the skills expected of your child through graduation?
- How is the responsibility of students’ well-being shared in the school and community?
- Do you think that the courses that your child is taking are helping to prepare her/him for living and working in the world that awaits beyond graduation?
- Do you believe that the school has adequate technology, materials, books, and other resources for students?
- Do teachers personalize learning for your son or daughter?
- Do you know how your son or daughter is progressing at meeting the school’s learning expectations?
- How does the faculty and staff show an interest in the learning and well-being of students?
- Can you give examples of opportunities that parents have to provide input to school officials?
- In what ways are the student support services – guidance, library/media, health services, and services for identified students – most helpful?
- If you could do something to improve the school, what would you do?

MEETING WITH FACULTY

- How do the school and the full school community share responsibility to ensure the comprehensive well-being of all students?
- How does the school support diversity in identity and opinion?
- To what degree does the professional staff exhibit a unified commitment to continuous improvement, best practices, and to the school’s core values, beliefs about learning, and vision of the graduate?

- What are the ways in which teachers participate in decision-making at the school?
- What is the school's process to assess and communicate individual learner progress toward achieving the school's vision of the graduate?
- How and to what degree does the written curriculum include higher order thinking, transferable skills, and dispositions, such as independence, flexible thinking, and persistence?
- What opportunities are there for students to use multiple and varied approaches over time to demonstrate their learning and present their learning to authentic audiences?
- How and to what degree do students use technology?
- What are the ways in which teachers examine evidence to improve student learning and well-being, including student work, common assessments, achievement data, post-secondary data, and feedback from students, parents, and the community?
- How does the school provide appropriate interventions and support for all students?
- To what extent is the library/media specialist involved in the development and delivery of the school's curricula?
- How and to what extent are the faculty and staff afforded formal time and appropriate funding for professional growth and school improvements?
- If you could do something to improve the school, what would you do?

MEETING WITH GUIDANCE COUNSELORS/SUPPORT SERVICE PROVIDERS

- How does the school provide appropriate interventions and support for all students?
- How does the school ensure that support options are communicated to families, especially those in most need?
- For guidance counselors, how often do you see each student during the school year to meet their personal, social, emotional, academic, career, and college counseling needs?
- What relationship does the school have and maintain with community and area mental health and social service providers?
- How does the school deliver health services that include preventive, direct, and referred components, and ensure they are available for all students?
- How and when do students and teachers use the library/media center, its resources, and programs?
- To what extent is the library/media specialist involved in the development and delivery of the school's curricula?
- What role does the collaboration of the professional staff serve to ensure inclusive learning opportunities for identified English language learners?

MEETING WITH DEPARTMENT HEADS

- How does the professional staff engage in continuous improvement through research, collaborative learning, innovation, and reflection?
- How are department leaders and teachers engaged in the development of the core values, beliefs about learning, and vision of the graduate?
- To what degree is the professional staff committed to continuous improvement, best practices, and the core values, beliefs about learning, and vision of the graduate?
- What is the school's approach to leadership; to what degree is it inclusive; and does it ensure that leaders have the authority to improve student learning?
- What is the school's process to assess and communicate individual learner progress toward achieving the school's vision of the graduate?
- How does the evaluation, review, and revision of curriculum take place, and how does the school ensure alignment with the sending school(s)?
- What is included in the written curriculum format concerning units of study with guiding/essential question, concepts, content, and skills, and integration with the vision of the graduate?
- How does the professional staff foster improvements in instructional practices?
- How do teachers ensure rigorous learning opportunities for all students through design of instructional practices?
- What assessment strategies are employed by teachers throughout the school?
- How and to what degree is technology made available to, and used by, teachers and students?
- How are department leaders, teachers, and other stakeholders engaged in the development and implementation of the school improvement plan?
- What are the ways in which the professional staff engage in reflection, formal and informal collaboration, and professional development to improve student learning?
- How and to what degree do teachers engage in professional discourse during department meetings and/or other formally scheduled meeting time, and how does this discourse inform professional development?
- How is professional development determined?
- What are the relationships that have been developed to support authentic student experiences and engaging the school community in the improvement process?
- How does the school provide appropriate interventions and support for all students?
- To what extent is the library/media specialist involved in the development and delivery of the school's curricula?

- How and to what extent are the faculty and staff provided formal time and appropriate funding for professional growth and school improvements?
- How and to what degree does the facility support high quality programs and services, and are there areas of need within certain departments?

MEETING WITH ADMINISTRATORS

- How are the core values, beliefs about learning, and the vision of the graduate used to make decisions about student performance, policies, and instruction?
- What is the school's process to report on whole-school progress toward learner achievement of the vision of the graduate?
- How do you promote a growth mindset among the faculty and students?
- How does the school and the full school community share responsibility to ensure the comprehensive well-being of all students?
- How do the school board, superintendent, and principal collaborate, and to what degree does the principal have appropriate decision-making authority?
- What are the ways in which various stakeholders participate in decision-making at the school?
- How do students engage in learning in formal and informal ways outside of school?
- How is the school improvement/growth plan developed and updated, and how is it informed by the Standards for Accreditation, school-specific goals, district priorities, and current research?
- How and to what degree does the school's implementation of the supervision and evaluation plan result in timely and effective feedback to improve teaching practices?
- How does the school ensure curricular alignment among its department and programs, with sending schools, and between the written, taught, and learned curriculum?
- How does the school ensure that the learning needs of each student are being met and that each student has academic experiences that are equitable, inclusive, and heterogeneous?
- How are individual student support options communicated to the students' families?
- What relationship does the school have and maintain with community and area mental health and social service providers?
- How and to what extent are the faculty and staff afforded formal time and appropriate funding for professional growth and school improvements?
- What are the plans that are in place at the building and district levels to ensure that the building is well maintained, safe, and secure; that there are regular facility repairs; and that staffing reflects enrollment changes?
- What written and understood protocols are in place to ensure the safety of students, staff, and visitors?
- If you could do something to improve the school, what would you do?

MEETING WITH CENTRAL OFFICE ADMINISTRATORS

- How are the core values, beliefs about learning, and the vision of the graduate used to make decisions about student performance, policies, and instruction?
- How do the school board, superintendent, and principal collaborate, and to what degree does the principal have appropriate decision-making authority?
- How is the school improvement/growth plan informed by the Standards for Accreditation, school-specific goals, district priorities, and current research?
- How does the school identify, monitor, and respond to inequities in student achievement?
- How does the school ensure curricular alignment among its department and programs, with sending schools, and between the written, taught, and learned curriculum?
- How and to what extent are the faculty and staff afforded formal time and appropriate funding for professional growth and school improvements?
- To what extent does the community provide consistently dependable funding to support safety, security, learning, curricula, and co-curricular activities?
- What are the plans that are in place at the building and district levels to ensure that the building is well-maintained, safe, and secure; that there are regular facility repairs; and that staffing reflects enrollment changes?
- If you could do something to improve the school, what would you do?

Appendix E

Questions for Each Standard

STANDARD 1: LEARNING CULTURE

- How does the school ensure that all students and adults are physically safe?
- How does the school ensure that all students and adults are emotionally and intellectually safe?
- How does the school ensure equity and diversity?
- How does the school support diversity in identity and opinion?
- How do parents and community members know where to find and read the written core values, beliefs about learning, and the vision of the graduate?
- How are the core values, beliefs about learning, and the vision of the graduate used to make decisions about student performance, policies, and instruction?
- What is the school's process to report on whole-school progress toward learner achievement of vision of the graduate?
- How do the school and the full school community share responsibility to ensure the comprehensive well-being of all students?
- How does the professional staff share responsibility to support struggling students?
- What is the program or process to ensure that all students have an adult mentor, or someone who serves them in that role, in addition to their school counselor?
- To what degree does the professional staff exhibit a unified commitment to continuous improvement and best practices, and to the school's core values, beliefs about learning, and vision of the graduate?
- What are the ways in which teachers use feedback from the school community along with assessment data to improve programs and services?
- How does the professional staff encourage and facilitate respectful discourse that embraces diverse perspectives?
- What are the ways in which various stakeholders participate in decision-making at the school?
- How do the school board, superintendent, and principal collaborate, and to what degree does the principal have appropriate decision-making authority?
- To what degree does the school culture encourage making a positive impact on the community and the fair and respectful treatment of every person?

STANDARD 2: STUDENT LEARNING

- How and to what degree do all students consistently practice transferable skills that reflect the school's vision of the graduate, including knowledge, understandings, and dispositions necessary for future success?
- How and to what degree are all students aware of specific and measurable criteria for success, such as school-wide rubrics?
- What is the school's process to assess and communicate individual learner progress toward achieving the school's vision of the graduate?
- What is the school's process to report on whole-school progress toward learner achievement of vision of the graduate?
- Where can teachers access the curriculum?
- Where do teachers access units of study with guiding/essential questions, concepts, content, skills, and disciplinary and interdisciplinary knowledge in the written curriculum?
- How and to what degree does the written curriculum include higher order thinking, transferable skills, and dispositions such as independence, flexible thinking, and persistence?
- Where can a teacher find instructional strategies and assessment practices in the written curriculum?
- How does the written curriculum ensure that students make interdisciplinary connections, apply knowledge, and engage in authentic learning experiences?
- How and to what degree do all students have access to instructional practices that are differentiated, personalized, organized for grouping, and rigorous?
- How and to what degree are all students consistently afforded opportunities to demonstrate progress toward mastery through formative and summative assessments?
- How and to what degree are students invited to determine learning outcomes and propose how they might demonstrate mastery?
- How and to what degree do students discuss and reflect on their learning as part of planned lesson activities?
- How and to what degree do students participate in authentic, project-based learning?
- How do students engage in learning in formal and informal ways outside of school?
- How and to what degree do students exhibit various thinking skills and learning dispositions throughout cognitively challenging experiences?
- How and to what degree do teachers employ formative and summative assessments to inform instruction?

- How and to what degree do teachers use common assessments across grades or courses?
- How do teachers check for understanding to ensure that all students have mastered the concept, skill, or information being learned?
- What opportunities are there for students to regularly present their learning to authentic audiences?
- How and to what degree are students allowed to use multiple and varied approaches over time to demonstrate their learning?
- How and to what degree do students revise and improve their work, and are when they afforded time to do so?
- How and to what degree do students receive teacher and peer feedback and engage in self-reflection to guide next steps in learning?
- How and to what degree do students use technology to communicate clearly and creatively?
- How and to what degree do students use technology to personalize the pace of learning, construct knowledge, create, problem-solve, and collaborate?
- How and to what degree do students use technology to engage in learning beyond the school building and school day?

STANDARD 3: PROFESSIONAL PRACTICES

- How does the school engage all stakeholders in the development and updating of the school improvement/growth plan?
- How is the school improvement/growth plan informed by the Standards for Accreditation, school-specific goals, district priorities, and current research?
- In what ways do the professional staff formally collaborate to develop professionally; discuss and examine best practices; and ensure consistency with the school's core values, beliefs about learning, and vision of the graduate?
- How and to what degree does the school's implementation of the supervision and evaluation plan result in timely and effective feedback to improve teaching practices?
- How and to what degree does the professional staff examine evidence to improve student learning and well-being, including student work, common assessments, achievement data, post-secondary data, and feedback from students, parents, and the community?
- How does the school identify, monitor, and respond to inequities in student achievement?

- How does the school ensure curricular alignment among its department and programs, with sending schools, and between the written, taught, and learned curriculum?
- How does the school ensure that the learning needs of each student are being met and that each student has academic experiences that are equitable, inclusive, and heterogeneous?
- How and to what degree does the professional staff cultivate partnerships with families, businesses and the community?

STANDARD 4: LEARNING SUPPORT

- How does the school provide appropriate interventions and support for all students?
- How does the school ensure that support options are communicated to families, especially those in most need?
- How does the school provide appropriate counseling services as needed to all students?
- What relationship does the school have and maintain with community and area mental health and social service providers?
- How does the school deliver health services that include preventive, direct, and referred components, and ensure they are available for all students?
- How and when do students and teachers use the library/media center, its resources, and programs?
- To what extent is the library/media specialist involved in the development and delivery of the school's curricula?
- What role does the collaboration of the professional staff serve to ensure inclusive learning opportunities for identified English language learners?

STANDARD 5: LEARNING RESOURCES

- How and to what degree do the school building and grounds support safety, security, learning, curricula, and co-curricular activities?
- How can the school verify that the building is in compliance with local fire, health, and safety regulations?
- Are all areas of the building clean and well maintained?

- **How and to what extent are the faculty and staff afforded formal time and appropriate funding for professional growth and school improvements?**
- **To what extent does the community provide consistently dependable funding to support safety, security, learning, curricula, and co-curricular activities?**
- **What are the plans that are in place at the building and district levels to ensure that the building is well maintained, safe, and secure; that there are regular facility repairs; and that staffing reflects enrollment changes?**
- **What written and understood protocols are in place to ensure the safety of students, staff, and visitors?**
- **How does the school's active crisis team review and revise protocols? What input of various emergency services personnel is sought and used, and when does the active crisis team meet?**

Appendix F Foundational Elements Rubric

Standard and Foundational Element	Criteria necessary to meet the Foundational Element	Does the school meet the Foundational Element as based on the school's written narrative?
MEETS: All criteria of the Foundational Element are evident in the school.		
DOES NOT MEET: Some criteria of the Foundational Element are not yet evident in the school.		
1.1a The school community provides a safe environment.	The school community deliberately builds and maintains a physically safe environment for learners and adults. The school community maintains policies and processes to ensure the safety of learners and adults.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>
1.2a The school has a written document describing its core values, beliefs about learning, and vision of the graduate.	The school community has a written document describing its core values, beliefs about learning, and vision of the graduate.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>
2.2a There is a written curriculum in a consistent format for all courses in all departments.	The written curriculum includes: <ul style="list-style-type: none"> • units of study with guiding/essential questions, concepts, content, and skills • instructional strategies • assessment practices. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>
3.1a The school has a current school improvement/growth plan.	The school has a plan that includes school-specific goals and informs decision-making in the school.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>

Standard and Foundational Element	Criteria necessary to meet the Foundational Element	Does the school meet the Foundational Element as based on the school's written narrative?
MEETS: All criteria of the Foundational Element are evident in the school.		
DOES NOT MEET: Some criteria of the Foundational Element are not yet evident in the school.		
4.1a The school has intervention strategies designed to support students.	The school provides a range of intervention strategies for students and a process to identify and refer students who need additional assistance.	<div data-bbox="1118 525 1456 602" style="border: 1px solid black; text-align: center; padding: 5px;">MEETS</div> <div data-bbox="1118 638 1456 716" style="border: 1px solid black; text-align: center; padding: 5px;">DOES NOT MEET</div>
5.1a The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.	The community and district provide school buildings and facilities that: <ul style="list-style-type: none"> • ensure a safe, secure, and healthy environment • are clean and well maintained • meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. 	<div data-bbox="1118 756 1456 833" style="border: 1px solid black; text-align: center; padding: 5px;">MEETS</div> <div data-bbox="1118 869 1456 947" style="border: 1px solid black; text-align: center; padding: 5px;">DOES NOT MEET</div>

Appendix G

Principles of Effective Practice Rubric

The continuum is used to determine the school's current phase of implementation, which best describes the school's alignment to each Principle in the Standard.

Not yet Evident	Initiating "Thinking About It"	Developing "Working on It"	Implementing "Living It"	Transforming "Shifting the Paradigm"
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school's vision of the graduate.

Appendix H

Sample Foundational Element Narrative

Foundational Element 2.2a - Student Learning

Narrative

The written curriculum has yet to be written in a consistent format for all courses in all departments across the school. The curriculum is written for most courses in the school's program of studies, including all core classes and elective courses beyond the core areas. The curriculum documents primarily use the *Understanding by Design (UbD)* model; however, there are some minor differences in the format of the curriculum across departments. Additionally, some elective courses do not yet have curriculum documents.

Rating

Does Not Meet the Standard

Appendix I

Sample Standard Narrative

Standard 2 - Student Learning

Narrative

Millennial High School is in the initial stages of developing a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision. While some work on the vision of the graduate has begun, the school has yet to formally adopt the vision of the graduate. The faculty is engaged in the beginning stages of the process to identify a clear vision of the graduate. Through collaborative faculty meetings, they have created charts that identify the key knowledge and abilities that each graduate of Millennial High School should be able to demonstrate. Some of the continuing work that the school has planned includes formalizing the components of the vision of the graduate, determining a plan to assess student achievement of the vision of the graduate, and establishing a process to provide feedback to learners and their families on each learner's progress in achieving the vision. The school regularly reports individual student achievement to families and school-wide achievement to the community in a variety of ways; however, the school has yet to design a formal process to report on the degree to which individual students and the entire school achieve the transferable skills, knowledge, understandings, and dispositions that will be included in the vision of a graduate.

There is a written curriculum for core courses and elective courses beyond core disciplines; however, the school does not yet use a common format for these curriculum documents, and some elective courses have yet to have written curriculum documents. The school has dedicated time and effort over the course of several years to develop curriculum. Although the format of the curriculum documents varies across departments, the documents include similar information including transferable skills, enduring understandings, skills, knowledge, standards, assessment strategies, and instructional strategies in the form of learning activities. The school has not yet developed a vision of the graduate but plans to incorporate this information into the document when the process to determine the vision of the graduate is complete.

Learners have a variety of opportunities to demonstrate a depth of understanding over a breadth of knowledge. According to the NEASC survey, approximately 90 percent of students expressed that teachers use projects to help them learn material deeply. Likewise, approximately 99 percent of teachers agree that they get students to think deeply and rigorously, instead of just trying to memorize things. These opportunities occur in a variety of ways across the curriculum. For instance, when studying ecology and populations in biology classes, students have the opportunity to participate in a canoeing trip on the Aligned River where they study the concepts in the curriculum in a natural environment. Ninth grade students travel to Washington, D.C. where they get first-hand learning experiences about United States government and history. World language classes provide students with opportunities to apply their learning by using the target language to discuss topics that are relevant and meaningful in the world beyond the classroom. Similarly, the school provides a variety of travel experiences including trips to Portugal; Peru; Germany; Sao Tome, Africa; Spain; and Washington D.C. to deepen students' understanding of the curriculum by connecting their experiences in the classroom with the world beyond the Millennial High School campus.

Instructional practices are designed to meet the learning needs of each student. Students participate in a variety of learning experiences that are designed to meet their individual learning needs. For instance, teachers often use exit tickets to gauge student understanding and then use this information to adjust their teaching for the next class.

Teachers regularly use a range of formative assessment strategies that allow them to adjust their instruction to meet the needs of all students. Teachers often work with students individually or in small groups to offer differentiated support. Students are comfortable asking for support. Approximately 90 percent of students affirmed that if they did not understand something taught in class that their teacher will find another way to explain it. Additionally, the co-taught model is used in many classes by pairing a discipline-specific teacher and a special educator in a single class to meet the needs of all learners. In the co-taught setting, the discipline-specific teacher often takes the role of the lead instructor with the student support teacher offering individualized assistance to students. Students often have the chance to work together in purposefully designed collaborative groups, allowing them to get support not only from the teachers in the classroom but also from their classmates. Students have a variety of opportunities to act as leaders of their own learning. Approximately 85 percent of students agree that teachers allow them to make choices about their learning. Additionally, 81 percent of students agree that teachers provide students with opportunities to pursue their own interests. These learning opportunities take place in a variety of ways throughout the curriculum. For instance, students in journalism courses engage in a student-run process to write, publish, and promote the school's newspaper, *The Big Paper*. As part of this work, they maintain an online news source and publish a print edition of the paper each term. In another example of student agency, learners in Advanced Placement Government design their own political campaigns in which they establish a platform, develop political campaigns, deliver speeches, and participate in an election. Students who are part of the television program create daily newscasts that are shared with the school and published online. The Virtual High School (VHS) program provides opportunities for learners to participate in courses that might not be offered in the typical program of studies at the school. Senior students have an opportunity to participate in the school's internship program, which aims to “engage in real-world challenges while preparing students for higher level academics, workforce success, active citizenship, and lifelong learning.” Through the program, students are encouraged to reflect on and explore their personal interests and passions to learn more about careers that might interest them in life beyond high school.

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills. An emphasis on these learning activities begins in eighth grade when students participate in a science fair in which they develop an inquiry, design experiments, synthesize the results, and present their findings. Students in the newly implemented Advanced Placement Research course have an opportunity to develop an inquiry, gather data about their topic, analyze their research, and defend their findings to an audience. Students in this course explore a range of inquiries with relevance in the modern world such as the connection between the decline of cod fishing and opioid use and the factors that lead to self-identification as a white nationalist. The school offers five Project Lead the Way courses through a collaborative partnership with the DEF Technology Institute that provides students with hands-on engineering challenges that have relevance in the real world. The school is increasingly providing students with the chance to engage with performance assessments that provide students with the chance to explore a topic through experiential learning activities. For instance, students in biology classes participate in a performance assessment in which they test blood types and analyze the traits that identify a biological connection between children and parents. Students in robotics classes have the chance to collaboratively built robots from Legos and program these robots and animate these robots through computer programming. When working on this project, students engage in problem-solving, including learning from their mistakes and participating in the design process to support their learning.

Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum. Many teachers use traditional forms of assessment, including end-of-unit summative assessments. Teachers employ a range of assessment strategies. For instance, students in English classes have the chance to participate in performances of plays when studying drama. Eighth-grade students studying the novel *The Giver* have the chance to show their learning by creating their own version of a utopia. Students in world language classes have the chance to show their learning by reflecting on a topic and creating an artifact that shows that the

material is personally meaningful to them. Teachers received training from *The Skillful Teacher* about formative assessment. Approximately 99 percent of teachers report that they use assessment as a way to adjust instruction to meet students' needs. Likewise, common assessments are widely used by teachers. Approximately 98 percent of teachers reported using common assessments across classrooms to ensure consistent and equitable learning opportunities.

Learners at Millennial High School have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. Approximately 91 percent of students report that they receive feedback on the progress they are making in achieving the skills and knowledge they need to be successful in life. Some of the ways that students receive this feedback include regular updates through the school's student information system, exemplars that clearly identify the criteria for high-performing work, and digital tools that provide students with immediate feedback on their learning. Approximately 87 percent of students agree that their teachers provide opportunities for them to revise their assignments to improve their grades. Additionally, 92 percent of students reports being given multiple opportunities to show what they know about the themes they are learning, and 89 percent of students state that the teachers provide them with timely feedback on their assignments.

Learners increasingly use technology across curricular areas to support, enhance, and demonstrate their learning. The school is in the process of developing and implementing a 1:1 learning program that provides all students with Chromebooks to support learning. During the 2017-2018 school year, all students in grades 8-10 received Chromebooks. The school is implementing a plan to provide all students with the devices by the beginning of the 2019-2020 school year. The increasing use of technology allows learners to support, enhance, and demonstrate their learning in a variety of ways. For instance, math classes use technology to provide students with digital manipulatives that allow them to explore math concepts in a visual way. Teachers increasingly use Google Classroom as a digital workflow solution, which allows students to access their assignments, submit work to their teachers, and communicate with the teacher/class in a simple way. Access to the Chromebooks allows students to conduct research during lessons and helps them to gain a deeper understanding of the curriculum. The use of Google Docs allows students and teachers to collaborate easily in a digital space. Students increasingly use social media to share their learning with an audience beyond the school, including sharing the school's student-run publication with a wide audience through Facebook. Students also access a range of digital tools, including IXL and Khan Academy, which allow them to get feedback and resources to support their learning.

Sources of Evidence

- central office personnel
- classroom observations
- NEASC survey
- school leadership
- self-reflection
- student work
- students
- teachers

Appendix J

Sample Priority Area Write Up

Example #1

The Collaborative Conference visiting team concurs with the priority area identified by the school.

Goal Statement: Define a district-wide vision of the graduate (Principle 2.1)

School's Response:

Goal #1: Define the vision of the graduate.

- **What student need do you hope to address with this goal:** *Definition of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to be prepared for the future.*
- **How will this goal address the student need?** *All learners will be able to communicate their progress on achieving the vision of graduate.*
- **How is this goal aligned to the NEASC Standards for Accreditation? Name the Principle(s)?** *2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.*
- **Describe how this goal is aligned with other district priorities (if applicable).** *District action step: Define the vision of the graduate*
- **How will you measure success?** *Vision of the graduate written and articulated to the community at large.*

Team's Response:

The district is undertaking a comprehensive process to develop a vision of the graduate that will be informed by multiple constituents from the schools and the community. Once the vision is developed, the next step will be to define levels of proficiency for each of the transferrable skills and dispositions in the vision and to develop an assessment system to give feedback to students on the progress towards these skills and dispositions. In addition, examining pedagogies and school structures to ensure they support each student's achievement of the vision will be crucial to ensuring students have opportunities to practice these skills on a daily basis. The school and district's recent emphasis on student-centered classroom practice and authentic learning opportunities for students are steps in the right direction for this goal.

Example #2

The Collaborative Conference visiting team concurs with the priority area identified by the school.

Goal Statement: Create formalized opportunities for internships, business partnerships, and dual enrollment at local colleges or universities (Principle 3.6)

School response

Sample High School will create formalized opportunities to schedule internships, business partnerships, and dual enrollment at local colleges or universities. (3.6). The school is in the beginning stages of conversations with local colleges and universities about different programs that include internships, business partnerships, and dual enrollment.

Visiting team response

The visiting team concurs with Priority Area for Growth #2. The school has some internships with local businesses and within the community. The visiting team suggests expanding them in a variety of ways, including through, but not limited to, the capstone project, which will be implemented for seniors. Partnerships with local colleges for dual enrollment and other opportunities are limited and can be expanded to offer more choices for students. In turn, this involvement will support additional opportunities to help students with college and career readiness and will support Priority for Growth #3.

Example #3 – Additional Priority Area

The visiting team recommends an additional Priority Area for Growth #5.

Goal Statement: Write the curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills, instructional strategies, and assessment practices (Foundational Element 2.2a)

Visiting team response

Because this is a Foundational Element and not all curricula have been written in a common format, the visiting team recommends adding this as a priority area. Some of the curricula are written in a consistent format using the *Understanding by Design (UbD)* model; however, not all curricula and all courses have been completed yet.