

School Improvement Process

COMPONENT #: 7-512-310

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to learn about the school improvement process, and the skills that are inherent therein.

Upon successful completion of this component, the participant will understand the school improvement process as well as the necessary procedures that must be in place to encourage a team-based commitment from the staff in the development and monitoring of the school improvement process with a focus on student achievement.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student Learning Results | <input checked="" type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input checked="" type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input checked="" type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners | <input type="checkbox"/> PS 6 – Communication |
| <input type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input checked="" type="checkbox"/> Organizational support and change |

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Discuss key leadership/facilitation skills and the relationship to the school improvement process.
2. Analyze various data points to develop a school-wide improvement plan (SIP) and determine the needs of the instructional program at the school site.
3. Develop the steps in a team-originated action plan.
4. Develop and support the vision and mission of the institution.
5. Align instructional objectives and curricular goals with the shared vision.
6. Identify research-based strategies focused on best practices to integrate into the school improvement plan.
7. Learn how the Florida Continuous Improvement Model (FCIM) process drives the school improvement process.
8. Identify methods in which school-based leadership teams can effectively monitor and adjust the school improvement plan.
9. Collect, interpret, and respond to data received through formal and informal reports.
10. Design an outcome-based education and monitor the implementation of the precepts into the goals of the school improvement plan.
11. Demonstrate knowledge and understanding of state statutes with respect to the school improvement process, including the implementation of the Educational Excellence School Advisory Committee (EESAC) and the SIP.
12. Acquire strategies to encourage parental and community involvement in the school improvement process.
13. Establish benchmarks that will assist in monitoring the improvement of utilization of a collaborative decision-making model according to the goals of the school improvement plan.
14. Design an integrated program that will achieve the collaborative decision-making goals of the school improvement program.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate actively in lectures, presentations/webcasts, and lead faculty in the implementation of the School Improvement Plan.
2. Assist in compiling formative and summative data, across the curriculum, in order to design, implement, and monitor the School Improvement Plan.
3. Participate in a training program with components on facilitation skills, trust and rapport building, organizational diagnosis, dealing with the school improvement process, building the capacity to continue planning the change process, team development, and consensus building.
4. Implement the FCIM process in the design, monitoring, and evaluation of the school improvement process.
5. Provide evidence (i.e. reflection, journal entries, logs, surveys) verifying that the professional development impacted their professional behavior.

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6. Provide evidence (i.e. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
7. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
8. Develop an action research study related to the training and provide evidence of implementation.
9. Provide evidence of collaborative planning related to the training.
10. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include school improvement plans and EESAC minutes which include evidence of a collaborative decision making effort in the development of the SIP .
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Will include evidence of implementation through documented impact on student achievement; will also include results from teacher surveys, portfolios, activity logs, parent surveys, student surveys/self-reporting, teacher discussions.
4. Organizational support and change: Evidence will include district and school records, questionnaires, interviews with participants and district or school administrators, participant portfolios.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

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- X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Office of Professional Development and Evaluation

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