

## STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

<b>1</b>	<b>INITIATING</b>
<p>Teachers use a limited repertoire of instructional strategies. Curriculum design and lesson planning reflect whole-group learning targets with little personalization or differentiation. The school is not organized to provide personalized learning or mitigate performance gaps, and teachers do not have timely access to data on individual student learning needs or progress. In-depth inquiry, student collaboration, and the application of real-world skills are absent from most courses and lessons.</p>	

<b>3</b>	<b>DEVELOPING</b>
<p>The school's vision and mission have been revised to reflect a school-wide commitment to serving all students. Teachers are actively learning about personalization and differentiation. Most teachers have received professional development and support for using formative assessments, new learning technologies, and student-centered strategies that can help identify student needs and increase academic personalization. Courses are still fairly traditional, classroom-based experiences, but teachers are beginning to use instructional practices proven to engage diverse types of learners. The school has implemented an advisory structure for students, but both students and teachers report that the time is not being used effectively.</p>	

<b>5</b>	<b>PERFORMING</b>
<p>The faculty has made a bold public commitment to creating a student-centered culture and learning environment, and personalized instructional strategies designed to meet the intellectual, developmental, social, and emotional needs of every student reflect this commitment. Teachers regularly review student data to diagnose learning needs and improve instructional practice. The school has implemented systems (such as advisories) that help teachers get to know their students well. The school provides a variety of curriculum options, universal access to digital technologies, and multiple learning pathways both within and outside of the classroom. Students take a proactive role in designing their own education and planning for future learning. By using personal learning plans, portfolios, rubrics, online course-management tools, or other strategies, teachers help students manage their own educational experience. Teachers and school leaders regularly communicate with parents, encourage their involvement in the academic life of their children, and use Web-based tools to ensure that parents are knowledgeable about their children's academic progress. Classroom instruction emphasizes real-world concepts and applications, including hands-on learning, problem solving, research, technological literacy, and current national and international issues.</p>	

## STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.



**STEP 2 >> RECORD PERFORMANCE STRATEGIES**

SAMPLE STRATEGIES
<ul style="list-style-type: none"> <li>■ Ensure that all courses, syllabi, lessons, and instructional strategies are developmentally appropriate and informed by educational and cognitive research.</li> <li>■ Disaggregate and analyze multiple sources of data to determine the needs of individual students and student subgroups.</li> <li>■ Engage all students in co-designing challenging, long-term projects that culminate in a public exhibition. (In addition to more traditional research and writing projects, these can include community-based learning, service learning, internships, and other alternative-learning options.)</li> <li>■ Conduct classroom observations on an ongoing basis and regularly analyze up-to-date information about the academic performance and socialization of individual students.</li> <li>■ Provide professional development so all teachers can differentiate instruction and personalize learning.</li> <li>■ Provide multiple pathways for students to meet learning standards, including extended learning opportunities (internships, community-based volunteerism, etc.), online courses, and dual enrollment experiences.</li> </ul>
OUR STRATEGIES IN THIS DIMENSION
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**STEP 3 >> RECORD PERFORMANCE EVIDENCE**

SAMPLE EVIDENCE
<ul style="list-style-type: none"> <li>■ Student surveys and comments indicate a high degree of academic engagement, satisfaction with their teachers, and a strong desire to continue learning beyond high school.</li> <li>■ A significant percentage of the student body participates in internships, volunteerism, and other community-based learning opportunities, and participation is consistent across all student subgroups.</li> <li>■ Absences, expulsions, behavioral issues, and dropout rates are declining.</li> <li>■ Course failures during the ninth and tenth grades have declined dramatically.</li> </ul>
OUR EVIDENCE IN THIS DIMENSION
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