DOINGWHATWORKS

Kentucky Department of Education Program Review Guide

Kentucky Department of Education

Topic: Teaching Elementary School Students to Be Effective Writers

The *Kentucky Department of Education (KDE) Program Review Guide* outlines the "systematic method of analyzing components of an instructional program, including instructional practices, aligned curriculum, student work samples, assessments, professional development and support services, and administrative support and monitoring" that exists as part of their assessment and accountability model.

Program reviews are conducted to:

- Improve the **quality** of teaching and learning for all students in all programs

- Allow equal **access** for all students to the skills that will assist them in being productive citizens

- Allow student **demonstration** of understanding beyond a paper-and-pencil test

- Ensure **schoolwide natural integration** of the program skills across all contents, beyond the program areas

Program reviews are designed to impact schoolwide instruction, with the skills and concepts learned by each program being integrated into all content areas to provide students access and learning opportunities across the curriculum.

According to the guide, review should be an ongoing, year-round, reflective process that identifies strengths, weaknesses, and areas of growth. It's to a school's advantage to communicate with staff regarding the program review process. As the staff members identify their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement.

The KDE Program Review Guide is divided into four sections:

- Section 1: Purposes and Uses of the Program Review Guide

- Section 2: Conducting and Using Program Review

- Section 3: Content and Completion of Program Review Rubrics

- Appendix: Tools and Resources *[not included]*

State education agencies (SEAs) may use this document to design a similar program review process. This guide can be used as a model for how to conduct a review, what rubrics are appropriate to use in the review, and what resources may be helpful in a review. To learn more about the Kentucky program review process, listen to the audio interview, *Kentucky's Schoolwide Writing Program Review*.
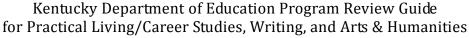
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Kentucky Department of Education
Program Review Guide
for
Practical Living/Career Studies, Writing, and Arts & Humanities

Section 1: Overview

Kentucky Department of Education Program Review Guide
for Practical Living/Career Studies, Writing, and Arts & Humanities

N O T E S

The Kentucky Department of Education (KDE) wishes to thank those who assisted in the development of these Program Reviews. KDE gives special thanks to:

- The 35 Kentucky educators who originally authored the program reviews;

- The 48 schools who piloted the original program reviews and the process;

- The Regional Educational Laboratory Appalachia for providing technical assistance for the pilot;

- The Collaborative for Teaching and Learning;

- The Kentucky Coalition of Arts Educators; and

- The countless teachers and administrators across the Commonwealth of Kentucky who provided valuable insight and feedback.

SECTION I: PURPOSES AND USES OF THE PROGRAM REVIEW GUIDE

In March 2009, Kentucky's General Assembly passed Senate Bill 1. Passage of this bill established the implementation of a program review to be included as part of a new assessment and accountability model. A Program Review is

…a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They serve a number of purposes, which include

- improving the **quality** of teaching and learning for all students in all programs
- allowing equal **access** for all students to the skills that will assist them in being productive citizens
- allowing student **demonstration** of understanding beyond a paper-and-pencil test
- ensuring a **school wide natural integration** of the program skills across all contents, beyond the program areas

Program reviews are designed to impact instruction school-wide, across all content areas, not just within the program these reviews measure. The intent is that skills and concepts learned in these programs will be naturally integrated into all content areas to provide students access and learning opportunity across the curriculum.

The review of a program should be an on-going, year-round, reflective process. Through careful review, schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As the staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement.
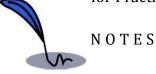
Contents of this Guide

The Kentucky Department of Education (KDE) Program Review Guide is provided to assist schools in conducting required regular school-wide program reviews. The KDE Program Review Guide includes a variety of resources and recommended processes for program review.

Section 2: *Conducting and Using Program Review*-provides step-by-step information about how to prepare for and conduct a Program Review for Writing, Arts & Humanities, and Practical Living/Career Studies. It includes strategies for engaging all stakeholders, resources for reviewing programs, and processes for completing reviews. Finally, it includes information about how schools can effectively respond to Program

Kentucky Department of Education Program Review Guide
for Practical Living/Career Studies, Writing, and Arts & Humanities

N O T E S

Review results to continuously improve program implementation and student learning results.

Section 3: *Content and Completion of Program Review Rubrics*-- provides step-by-step information about how to use the individual Program Review Rubrics to assess school programs and produce reports of program status for stakeholders after evidence has been identified. It also includes the rubrics for review of each program as well as reporting resources and processes to support schools in completing a body of evidence and summary report of school status and plans for continuing program improvement.

Appendix: Tools and Resources - includes reporting resources that schools may choose to use during program reviews.

Internal Program Review: School Level

The Kentucky Department of Education recommends that schools use a systematic, on-going process to review their programs, reflect on the evidence and use that formative information to improve their Writing, Arts & Humanities, and Practical Living/Career Studies programs. Internal program reviews for Writing, Arts & Humanities, and Practical Living/Career Studies should be conducted three times per year (beginning, mid-, and end of year) to allow for formative reflection about their programs and to monitor implementation of planned improvements.

Conducting a program review at the beginning of the school year allows schools to

- determine their current level of performance
- identify program strengths and areas for needed growth
- develop initial improvement plans
- ensures programs are fully prepared for quality implementation
- determine where school wide integration of program skills is needed

Conducting a program review mid-year

- engages stakeholders in formative reflection about their programs based on identified evidence
- ensures that programs are being implemented as planned
- affirms the program needs are being addressed
- informs the decision to continue or adjust implementation plans

Conducting a program review at the end of the school year

- determines the level of school wide natural integration of the program skills across all contents, beyond the program areas
- provides an annual check-up for each program
- allows schools to reflect on the impact of program improvement decisions and implementation strategies throughout the year

Initial program review can be time consuming because it involves setting up processes for analyzing evidence and completing baseline measure and reporting. However, after the initial program review is completed, processes and evidence will be in place to make ongoing

program review efficient to manage. By identifying detailed program evidence, and keeping that evidence current on an ongoing basis, regular program review becomes a simple process of

- revisiting existing evidence
- examining new evidence
- revisiting rubric results to adjust measurements, update reports, and provide new recommendations for program improvement where necessary

Internal program reviews may be conducted by teams that include representation from all stakeholders (staff, parents, students, and relevant community members), and schools should set up a committee process for review in each program area. Program reviews should include all evidence available to support the review process. See Section 2 for more information about review processes and evidence identification.

External Program Review: District Level

An annual external program review is the responsibility of individual school districts to conduct at the end of the school year. As schools complete periodic reviews, they will identify evidence, complete rubrics, and prepare reports into sets of information they will provide their SBDM council, or if they have no school council, it will provided to a committee appointed by the principal. As a result of ongoing internal program reviews, district review teams will be able to request and review Program Internal Review reports provided to SBDM Council Program for monitoring and support purposes. At the end of year, district leaders may complete a process for visiting schools to ensure that the evidence, reports, and recommendations provided by schools present an accurate and complete representation of program status and improvement efforts.

 See Section 2 for processes and materials districts may use to complete an external program review.

State Review

The Kentucky Department of Education will use program review reports, including their rubrics and supporting evidence for a verification review process.

Value for Specific Stakeholders

District Leaders: The annual external program review process and the ongoing school level reports to the SBDM Council allow district leaders to have more current and ongoing information about the actual quality of program implementation in schools ensuring that all students have access to effective instructional programs. Program review reports (including rationales with detailed lists of supporting evidence, completed rubrics, and reports to the SBDM Council with recommendations for program improvement) allow district leaders to have a single data source to review and monitor program quality.

School Leaders: Internal program review processes allow school leaders to draw on, and build, the expertise and commitment of the teaching community to continuously improve program quality. In addition, regular completion of the review process and review sets

Kentucky Department of Education Program Review Guide
for Practical Living/Career Studies, Writing, and Arts & Humanities

N O T E S

(including rationales with detailed lists of supporting evidence, completed rubrics, and reports to the SBDM council with recommendations for program improvement) allow school leaders to have a single data source to share information with stakeholders and monitor the fidelity of program implementation. Engagement of all stakeholders in the review process also ensures that school leaders are actively working to share and distribute instructional leadership across the community, with program effectiveness and student learning as the primary goal of program implementation.

Teachers: Internal program review processes provide valuable instructional information for teachers. By enlisting teachers from all content areas in the process of identifying and documenting broad-based program evidence, schools better ensure that teachers are aware of the various sources of evidence they should consider when reflecting on the quality of their own individual instructional practice, and the extent to which they are ensuring that all students have access to effective instruction. In addition, provision and completion of the program rubrics ensures that teachers are aware of the distinctions between quality instructional practices, and those that are in need of improvement – and how to use the content of the program review rubrics to make important decisions about ongoing improvement of their own practice.

Students: Internal program review processes that draw directly on evidence of student learning ensure that the needs of students are of primary importance in program decision making. By including students in the review process, schools include direct information from their primary clients, and ensure that all students have access to a high quality education.

Parents: Internal program review processes that include parents ensure that schools are honoring the concerns and needs of parents as the primary stakeholders in student lives. By engaging parents in program review committee work, schools draw on potential expertise and perspectives that may not normally be a part of school decision making. Parents, as the primary student stakeholders, should not only be fully informed of program implementation and improvement efforts, but should help guide the ongoing development of programs for their children.

Community Stakeholders: Internal program review processes that include relevant community stakeholders, beyond teachers, parents, and students, draw on the expertise and experience of stakeholders who work to support school program implementation. In addition, by engaging other community stakeholders, schools open pathways that will regularly include these stakeholders in active, ongoing work in classrooms over time.

N O T E S

Kentucky Department of Education
Program Review Guide
for
Practical Living/Career Studies, Writing, and Arts & Humanities

Section 2: Program Review Process
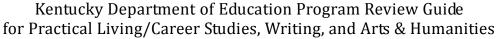
Kentucky Department of Education Program Review Guide
for Practical Living/Career Studies, Writing, and Arts & Humanities

N O T E S

NOTES

SECTION 2: CONDUCTING AND USING A PROGRAM REVIEW

When conducting an <u>initial</u> program review, schools should use a systematic, step-by-step process. It is important to remember that the baseline review process will take time to complete and that subsequent reviews can be completed on a more efficient timeline.

Step 1: Creating Review Committees
Review committees for each program area should be determined, as sub-committees of the SBDM Council, including the following stakeholders:

- teacher representatives who work in the discipline
- teacher representatives from across content areas
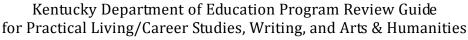- school leaders

    The team may also include:

- parent representatives
- student representatives (when possible)
- other relevant community stakeholders
- classified school staff (FRYSC coordinators, custodians, secretaries)
- school media specialists and other certified school staff

The review committee should be convened for an initial informational meeting so they can become familiar with the requirements of the program review and the kind of quality evidence necessary to determine if the demonstrators meet expectations. The committee will also discuss the purpose and process for program review. Schools may choose to set up a committee for each of the program reviews, or they may choose to organize committees around each of the four program standards (i.e. a curriculum and instruction committee that focuses only on that standard in all three programs, a formative and summative assessment committee, a professional development and support services committee, and administrative/leadership support and monitoring committee).

Step 2: Identifying Evidence
Evidence is identified to support the school's analysis. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Evidence identification tasks should be assigned based on the respective roles and responsibilities of each stakeholder. For example, curriculum and instructional data should be identified by teachers, while parent survey information may be collected and documented by parent representatives. It is important to note here that evidence identification will be a fluid process. Review teams will likely find they need to search out additional evidence during the process in order to make judgments or to support judgments.

Kentucky Department of Education Program Review Guide
for Practical Living/Career Studies, Writing, and Arts & Humanities

N O T E S

Step3: Convene for Rubric Assessment Process
After reviewing evidence, the Review Committee should convene to complete program review rubrics. A sample Review Committee Meeting agenda is included in the appendix.

During the meeting, use the following process:

- Review and discuss demonstrators and associated characteristics, encouraging each committee member to share their reflections and questions and identify existing evidence in the school programs.
- Have copies of the rubrics available for each committee member, and complete each row of characteristics under demonstrator in the rubric with consensus on the performance level. When consensus is difficult, revisit the evidence and discuss until committee members can agree on the performance level best represented by the evidence.
- After the rubric is complete, compose a rationale that details the evidence that supports and justifies the level of performance determined by the team.

Step 4: Identify next steps.

- Engage the review committee in discussion of the characteristics that are noted as "Needs Improvement."
- Draw on the ideas and suggestions of the review committee to determine next steps for ongoing program improvement – those actions that will assist the school in moving from "Needs Improvement" to "Proficient."
- Examine characteristics that are noted as "Proficient." Draw on the ideas and suggestions of the review committee to determine next steps for ongoing program improvement – those actions that will assist the school in moving from "Proficient" to "Distinguished"
- Complete the Recommendations for Program Improvement section for each demonstrator.

Complete this process for each of the four rubrics for each program area.

Step 5: Share the Internal Program Review Report
After all program review processes are completed, the entire review set should be prepared for distribution and discussion. The review set includes

- Program Review Coversheet (in Appendix)
- Program Review Report and Recommendations (in the *Recommendations for Program Improvement* section by demonstrator on the rubric documents)
- Detailed list of identified evidence artifacts, by demonstrator

Program Review Report sets should be shared and discussed with a variety of stakeholders, through a variety of means.

1. A copy of the full review report should be submitted to the school's SBDM Council, and made available to district leadership personnel, including the superintendent,

relevant assistant superintendent(s), school board member(s), and any district program and/or curriculum leaders.

2. The Program Review Report and a summary of Recommendations for Program Improvement may be shared with parents, along with a cover letter from the school summarizing and explaining the purpose for and results of the program review (see appendix for sample parent letter)

3. The full review report should be shared and discussed with whole school faculty in a meeting specifically designed for sharing both processes and results. Time should be available for the review set to be examined at length and for questions and discussion. A sample faculty meeting agenda is included in the appendix.

4. The Program Review Report and summary of Recommendations for Program Improvement may be shared with relevant community stakeholders, along with a cover letter from the school summarizing and explaining the purpose for and results of the program review (see appendix for sample community stakeholder letter)

5. For additional sharing opportunities (parent events, conferences etc), schools may provide the Program Review Report and summary of Recommendations for Program Improvement, and a sampling of the evidence used to support the contents of the report.

N O T E S

Kentucky Department of Education Program Review Guide
for Practical Living/Career Studies, Writing, and Arts & Humanities

N O T E S

Ongoing Internal Program Review

The internal program review process should be completed at least three times per year, with ongoing evidence identification throughout the year. After the initial program review is completed, schools should subsequently follow the process below both mid-year and at the end of the year. Specific focus should be given to the recommendations for improvement identified in previous reviews.

Step 1: Convene Review Committees
Convene area review committee(s) to revisit the existing rubrics, report, and evidence. Complete two processes during this meeting.

    A. Determine the extent to which, and ways in which previous recommendations have been implemented. Discuss the ways in which program recommendations are being implemented, and the formative results of that implementation.
    B. Revisit the evidence to determine whether updates are needed. Identify all new evidence and/or sources of evidence that can continue to inform the review.
    C. If it is determined that new data should be identified, assign evidence identification tasks.

Step 2: Update the Evidence
Assigned committee members update the evidence and submit it for the upcoming rubric status meeting.

Step 3: Revisit the Program Status
Convene the review committee. Provide copies of the previously completed rubrics, and blank rubrics. Use the following process to revisit the program status.

- Review and discuss evidence, encouraging each committee member to share reflections and ask questions.
- Complete each row of the rubric with consensus on the performance levels. When consensus is difficult, revisit the evidence and discuss until committee members can agree on the assessment points best represented by the evidence.
- After the rubric is complete, finalize the report in the *Rationale for Results* section. Write a rationale which includes a detailed list of identified evidence by demonstrator. Evidence must support and justify the resulting score.

Step 4: Identify Next Steps

- Engage the review committee in discussion of the characteristics that are noted as "Needs Improvement."
- Draw on the ideas and suggestions of the review committee to determine next steps for ongoing program improvement – those actions that will assist the school in moving from "Needs Improvement" to "Proficient."
- Examine those characteristics that are noted as "Proficient." Draw on the ideas and suggestions of the review committee to determine next steps for ongoing program improvement – those actions that will assist the school in moving from Proficients" to "Distinguished."

- Complete the Recommendations for Program Improvement section of the review report for continued improvement throughout the year.

Step 5: Report on Program Status
Share the Program Review Report with all stakeholders as discussed above for the first and last internal review each year. Mid-year review should be considered for internal program milestone evaluation, but does not need to be formally shared with external stakeholders.

Because the mid-year review provides critical formative information, it does need to be shared with all faculty members, engaging them in reflection about the identified evidence and in a discussion of next steps for continuous improvement of the three programs.

As program review committees continue their work over time, the process will become more efficient. In addition, as all stakeholders become more aware of the evidence that exists to inform programs and the process for review, evidence should begin to be updated on an ongoing basis, thus making the periodic formal review process even more efficient.

The goals are that this program review becomes an ongoing and familiar process for schools over time and that an updated and current program review will be available on any day for discussion and review.

An Annual District External Review

KRS 158.6453 (7) (a) 3; (c) 6 states that "Each district shall do an annual program review…." District leaders are responsible for conducting an annual external program review. The method a district uses to complete the external review is a local decision. Whether districts choose to use this process described in this document or to design an alternative process, the purpose of the annual district review is to help involve districts in an advisory role supporting the improvement and evaluation of a school's Writing, Arts & Humanities and Practical Living/Career Studies programs.

This process should be completed after the school's internal program review at the end of each year. External reviewers may use the following process:

Step 1: Determine and Convene the External Review Team
Districts should organize the external review team early in the year to
- familiarize the team with program reviews and the process they will use when conducting an external review
- establish supporting connections for schools with district and community partners

This initial introduction and engagement of the external review team may help facilitate an easier process for the team when they conduct their annual review at the end of the year.

The external review team may be made up of the following stakeholders:

- Relevant Assistant Superintendent(s) or other representatives of the Superintendent
- District Curriculum and/or Program Resource Specialists
- University or community partners

Kentucky Department of Education Program Review Guide
for Practical Living/Career Studies, Writing, and Arts & Humanities

N O T E S

- Staff member(s) from a neighboring school (within or outside the district)
- Representative(s) from the educational cooperative serving the district
- Representative(s) from relevant professional organization(s)

Convene the external review team to discuss and prepare for the external review process. Share and discuss the External Review Site Visit Agenda (included in the appendix). Distribute the internal program review report prepared by the school.

Step 2: Study the Internal Program Review Report
Individual team members review the entire internal review report set (including the report and recommendations, individual completed rubrics and evidence). Members should look at

- the quality of the evidence the school identified to determine if it justifies the school's self-assigned scores
- the plans for improvement identified by school teams to determine the school's progress toward program improvement

During this time team members should make notes and write questions about the internal review set for further discussion and identify evidence they wish to see during the upcoming visit.

Step 3: Conduct the External Review Site Visit (an all day process)
For this process, a site visit should be scheduled with the school, so personnel will be available for discussion during the visit. In addition, the district team should request a private space in the school for necessary activities during the visit. All team members should convene at the school site for a full day process. This process will provide districts and schools with additional evidence to support program improvement.

The process may include
- a preliminary meeting of the district team to discuss any notations and/or questions that arose during their individual study of the internal review set.
- a meeting with a sub-group of the internal review committee to allow them to formally share and discuss their review process and results.
- some randomly selected classroom visits to directly observe program implementation.
- a sampling of individual teacher interviews about program implementation, quality, and improvement efforts
- a sampling of individual student interviews about program experiences and impact
- a closing meeting with a sub-group of the internal review committee to ask any follow-up questions (important to note that early impressions should not be shared in this meeting, but instead held for a formal reporting process).

Materials are provided in the appendix to support the external review, including a sample site visit agenda, teacher and student interview protocols, and classroom observation tools.

Step 4: Produce the External Review Report
After the site visit is completed, convene the external review committee to complete the external review reporting process described below.

- Discuss the site visit and all findings from the visit.
- Complete the final external report providing additional recommendations for school program improvement.

Step 5: Share the External Review Report
After the external review report is completed, it should be shared with the school through the following process.

- Provide a written External Program Review Report.
- Provide time for follow-up discussion at the school site to respond to any questions or requests for assistance from the internal review committee.

Continuous Program Improvement

The importance of systematic program review cannot be overstated as a process to ensure that all stakeholders are aware of the ongoing quality of program implementation, and committed to continuous improvement of programs over time. Although the formal internal program review process should be completed three times per year, stakeholders and review committees will, over time, become familiar with the rubric content, the review process, and identification of evidence will be more integrated into the daily program practices of the school. In this way, program review will become less of an 'event' and more of an expected and transparent process for ongoing school improvement.

Recognition for growth – schools' progress toward meeting their improvement goals – should happen at the local level. In some cases schools may have met or exceeded their goals. In other cases, especially with long-range improvement plans, schools may be making significant improvement progress, but they may not have reached proficiency by the end of the year. Districts can encourage continued progress by recognizing their growth. This recognition process will also spotlight best practices in programs within the schools in the district.

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N O T E S

Kentucky Department of Education
Program Review Guide
for
Practical Living/Career Studies, Writing, and Arts & Humanities

Section 3: Using the Program Review Rubric

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SECTION 3: CONTENT AND COMPLETION OF THE PROGRAM REVIEW
RUBRICS

Section 3 provides the program review rubrics for Writing, Arts & Humanities, and Practical
Living/Career Studies. Each program area has a variety of common demonstrators and
characteristics of quality, and additional demonstrators and characteristics that are
program-specific. Common demonstrators include

- a focus on a rigorous aligned curriculum implementation with high standards
- instruction that provides variety and high quality experiences for students
- high expectations for student learning
- a focus on use of formative and summative assessment to which schools respond
  to better meet student needs
- targeted and needs-based professional development
- leadership that effectively applies resources and monitors program quality

In addition, evidence identified to support individual program reviews is, in many cases,
common to all three programs. Core SBDM documents, curriculum resources, student
performance data, and many other sources of evidence may be used to determine the
performance level of the three assessed programs individually and collectively.

About the Rubrics

The program review rubrics are designed to provide schools with concrete images and
information about effective program implementation in three content areas (Writing, Arts &
Humanities, and Practical Living/Career Studies). They include **three levels** for program
review and identification of school status.

Level 1- Needs Improvement – attributes and characteristics of school programs that are
still in progress toward a common high standard for excellence

Level 2- Proficient– attributes and characteristics of school programs that meet a common
high standard for excellence

Level 3 – Distinguished– attributes and characteristics of school programs that exceed a
common high standard for excellence

Each rubric includes key Demonstrators for program implementation within **four critical
program standards**.

Curriculum and Instruction – the requirements and qualities of effective curriculum and
instructional approaches that are standards-based and outcome-driven; specific to the
discipline

Formative and Summative Assessment – the requirements, processes, and qualities of
effective assessment specific to the discipline; both formative (ongoing data collection for
responsive instruction) and summative (ending data collection to measure student
performance)

N O T E S

Professional Development and Support Services – the characteristics, resources, and qualities of effective professional development that promotes effective practice, specific to the discipline

Administrative/Leadership Support and Monitoring – the activities, strategies, and characteristics of an effective leadership structure that promote quality practice and high levels of student learning specific to the discipline

Each rubric provides a cross-matrix of these levels and demonstrators; with specific characteristics at each level, to support schools, not only in determining the quality of the program but also in identifying where their school is in the process of becoming a quality program. In addition, examples of evidence are provided (in the rubric documents) to assist schools in identifying the necessary evidence to complete an accurate and thorough program review process. Schools are encouraged to look beyond these sample lists

Quantitative and Qualitative Analysis of Programs

Each program review rubric provides for both quantitative and qualitative use and analysis. Qualitative analysis allows the school a holistic, 'big picture' sense of how well programs are being implemented, and identifies those critical characteristics where targeted improvement is necessary. Quantitative analysis allows schools to 'score' their program performance and to report to their stakeholders on their own perception about how well programs are being implemented.

Process for Completing and Analyzing Rubrics
Regardless of the specific discipline, the process for completing and analyzing rubrics is the same. After schools identify and review the necessary program evidence to develop a thorough program picture (See Section 2: Preparing for Program Review), school teams will complete the program-specific rubrics using the following process.

- Teams convene, with rubrics in hand and evidence that has been identified, for discussion and consensus building.
- Beginning with the first Demonstrator line, teams move through each characteristic, using the identified program evidence to determine the level that best represents the current status of practice in their school. Each characteristic has parallel indicators at all three performance levels. Thus, teams should select the one indicator that is best supported by the identified program evidence from each line to complete the rubric.
- After all characteristics from a single Demonstrator have been reviewed, and levels are agreed on, schools complete the computation process at the bottom of the rubric to determine a raw score that can be used for analysis.
- Complete this process for all Demonstrators on the rubric.
- Using the raw scores, schools will consult the score scale to determine the level of performance (Needs Improvement, Proficient, Distinguished) for the program. **NOTE: These will be determined at a later date through a standards setting process.**

After this process is completed, school teams will be able to begin identifying and verifying program strengths and needs (qualitative analysis), and be prepared for

N O T E S

reporting to their stakeholders about the status of their school's program (quantitative reporting).

From Analysis to Reporting

After analysis is complete, school teams should move forward with creating a synthesis report. Program reporting should be synthesized for each program standard (Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services, and Administrative/Leadership Support and Monitoring). Schools should use the following process for producing reports.

Raw scores for Curriculum and Instruction, Formative and Summative Assessment, Professional Development and Support Services, and Administrative/Leadership Support and Monitoring should be placed in the boxes provided with each rubric. The computation process to merge the program standard data into a culminating program level of performance score should be completed and noted on the report. **Note: These scores will be determined at a later date through a standards setting process.**

A performance level system will help schools identify when they are meeting standards in specific program areas, and within the overall program, and when there are areas for further program improvement.

Needs Improvement: Instructional programs identified in the *Needs Improvement* performance level are in need of systematic improvement in one or more areas. As schools review rubric results, they should look for specific characteristics within demonstrator areas when *Needs Improvement* is the level of performance. Focusing on the characteristics in the identified demonstrator, schools should immediately implement strategies that target the specific areas of identified needs to improve this area of the program.

Proficient/Meets Expectations: Instructional programs that are *Proficient* are considered successful programs overall, though some elements of the program may still need some improvement. Instructional programs that still have elements that need improvement should quickly make a concerted effort to engage in targeted program improvement, so they consistently meet the Proficient performance level for that program.

Distinguished: Instructional programs that are *Distinguished* are programs that have systematically built all program structures and supports to the level that they are consistently successful. Even when Distinguished, programs may have small areas that still need ongoing improvement. Schools should target strategies and efforts accordingly to maintain the high level of performance in the program.

Regardless of the final determination of program status, schools should complete the rationale, detailing the evidence used to support the demonstrator, and providing clear and specific information about next steps in the school's ongoing program improvement efforts.

Evidence identified to support rubric completion, and copies of the completed rubrics themselves should be included with the final report and shared with all stakeholders through a variety of settings and means (see Section 1: Purposes and Uses of the Guide).

Program-Specific Rubrics

Program-specific rubrics follow. For each program, you will find

- Program names
- One rubric for each program, divided into four standards
  - Curriculum and Instruction
  - Formative and Summative Assessment
  - Professional Development and Support Services
  - Administrative/leadership Support and Monitoring

N O T E S

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KDE Program Review Guide for Writing

June 2011

WRITING: CURRICULUM AND INSTRUCTION

Demonstrator 1. **Student Access** *All students should have equitable access to high quality curriculum and instruction.*		

Sample evidence

School writing policy/plan* Student journals/learning logs* Curriculum documents with student samples of integrated literacy instruction across content areas

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
a) Some students do not have access to comprehensive writing instruction, or writing instruction is limited in scope and/or quality for all students. b) Literacy learning opportunities are limited or inconsistent.	a) All students have access to comprehensive writing instruction. b) Students engage in daily literacy learning opportunities across content areas.	a) All students have access to high quality comprehensive writing instruction. b) Students engage in daily literacy learning opportunities to explore ideas and plan for products across content areas.
Points		
Rationale, including a detailed list of evidence supporting judgments		
Recommendations for improvement:		

Curriculum and Instruction

Demonstrator 2. Aligned and Rigorous Curriculum *An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards.*		
Sample evidence Curriculum documents* School writing policy and/or plan* Student communication portfolio meeting characteristic* Curriculum planning documents, with student samples, that demonstrate students critical thinking, problem-solving* Student generated podcasts, videos, Media presentations, documentaries, oral histories		
Needs Improvement **(X 1/bullet)**	**Proficient** **(X 2/bullet)**	**Distinguished** **(X 3/bullet)**
a) Curriculum is not aligned vertically and horizontally to the Kentucky Core Academic Standards. b) Curriculum neglects the strands of literacy (reading, writing, speaking, listening, and language use) to explicitly instruct and develop communication skills. c) Curriculum does not take into account the use of a variety of technologies. d) Curriculum provides inconsistent opportunities for students to utilize technology to communicate with appropriate audiences. e) Curriculum does not integrate building a communications portfolio that demonstrates student interest or the development of writing and communication skills across the content areas and over time.	a) Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards. b) Curriculum integrates the strands of literacy (reading, writing, speaking, listening, and language use) across content areas to explicitly instruct and develop communication skills. c) Curriculum demands competent use of a variety of technologies. d) Curriculum provides opportunities for students to utilize technology authentically and resourcefully to communicate with appropriate audiences. e) Curriculum integrates building a communications portfolio that demonstrates student interest, and the development of writing and communication skills across the content areas and over time.	a) Curriculum is aligned vertically and horizontally to the Kentucky Core Academic Standards with an accountable monitoring system to ensure effective implementation. b) Curriculum intentionally integrates the strands of literacy (reading, writing, speaking, listening, and language use) across content areas to explicitly instruct and develop communication skills, including direct instruction on effective student use of strategies to support learning. c) Curriculum incorporates flexible choice of technologies teachers will use with students during instruction. d) Curriculum provides a variety of innovative opportunities for students to utilize technology authentically and resourcefully to communicate with appropriate audiences. e) Curriculum integrates cross-disciplinary and ongoing building of a communications portfolio that demonstrates student interest, and the development of writing and communication skills across the content areas and over time.

Curriculum and Instruction

f) Curriculum does not intentionally integrate student use of critical thinking or problem solving.	f) Curriculum provides opportunities for students to practice 21st century critical thinking, problem solving, and communication skills.	f) Curriculum provides real-world opportunities for students to practice 21st century critical thinking, problem solving and communication skills.

Points					
Rationale, including a detailed list of evidence supporting judgments					
Recommendations for improvement:					

Curriculum and Instruction

Demonstrator 3. Instructional Strategies
All teachers should implement instructional strategies that provide quality, variety, and access for all students.

Sample evidence
Student journals/writer's notebooks;*Video clips of classroom practice Student products that reflect choice and appropriate use of technology for communicating ideas* School web pages or publications where students have opportunities to publish communication products* Student products from clubs (journalism), writing and speech contests, publications* Master schedule of courses, events, avenues for advanced learning opportunities and interventions*Recordings of student presentations or student-led events

Needs Improvement **(X 1/bullet)**	**Proficient** **(X 2/bullet)**	**Distinguished** **(X 3/bullet)**
a) Teachers provide little direct instruction that demonstrates specific learning objectives.	a) Teachers provide direct instruction and models that demonstrates specific learning objectives.	a) Teachers, students, and others provide direct instruction, models, demonstrations, and Think Alouds that demonstrate specific learning objectives and provide time for students to apply this learning.
b) Students research only information around a topic chosen by the teacher or research opportunities are limited.	b) Students research information around a topic of personal interest.	b) Students research information to seek a new or deeper understanding around a topic of personal interest and demonstrate new understanding through products.
c) Students are assigned technological tools, resources, and applications to use or use of tools is limited.	c) Students identify and use the technological tools, resources, and applications necessary to attain the communication goals.	c) Students identify and use technological tools, resources, and applications specifically suited for targeted communication goals.
d) Students do not integrate what is learned when using technology with what they learn offline.	d) Students integrate what is learned when using technology with what they learn offline.	d) Students integrate what is learned when using the technology with what they learn offline, in ways that enhance their understanding and capacity to communicate effectively.
e) Technology is not systematically used by students to develop their reading, writing, speaking, listening and language use.	e) Students utilize technology to develop their reading, writing, speaking, listening and language use.	e) Students effectively seek out and use technology to develop and enhance their reading, writing, speaking, listening and language products.
f) Students attempt to communicate using inappropriate audience, form, purpose, and/or discipline.	f) Students communicate using an appropriate audience, form, and purpose.	f) Students' use of communication strategies demonstrate a deep understanding of unique audiences, forms, and purposes.
g) Students are not given the opportunity to engage in collaborative conversations during the writing process.	g) Students engage in discussion with self, teacher, and peers to inform the writing process.	g) Students engage in discussion with self/teacher/peers to share progress, ask questions, arrive at answers and refine products.

Curriculum and Instruction

h) Students receive unstructured whole-class writing instruction, or writing instruction is limited or of poor quality.	h) Students receive deliberate whole-class writing instruction based on determined need	h) Students collaborate with teachers/peers in small group, needs-based writing instruction as determined by formative assessment, in addition to whole-class writing instruction.
i) The school provides only traditional means by which students can publish/share their work.	i) The school provides access to a limited means by which students can publish/share their work.	i) The school provides access to a variety of means by which students can publish/share their work (print and virtual).
j) The school has not implemented a system of interventions to meet individual student needs in developing writing or communication skills.	j) The school implements a system of interventions to meet individual student needs in developing writing and communication skills.	j) The school implements a system of interventions to meet individual student needs in developing writing and communication skills, using formative and summative assessment to evaluate impact.
k) The school does not offer advanced (or accelerated) learning or enrichment opportunities.	k) The school offers advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication.	k) The school offers advanced (or accelerated) learning or enrichment opportunities that enhance writing and communication, with access and mentoring for all students. .

Points	
Rationale, including a detailed list of evidence supporting judgments	
Recommendations for improvement:	

Curriculum and Instruction

Demonstrator 4. Student Performance
When all students are provided access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.
Sample evidence
Student writing and communication products appropriate for content areas* Student developed models*Unit/planning documents that reflect characteristics*Digital media that reflects collaboration of students in problem-solving and generating products*Student products that reflect characteristics

Needs Improvement (X 1/bullet)		**Proficient (X 2/bullet)**		**Distinguished (X 3/bullet)**		
a) Student communications structures demonstrate no specific understanding of disciplines and purposes.		a) Students craft a communications structure distinctive to a specific discipline and purpose.		a) Students write as content experts and craft a communications structure distinctive to a specific discipline and purpose.		
b) Students attempt to build on ideas but are inarticulate in their attempts.		b) Students build on ideas and articulate their own ideas as part of the writing process.		b) Students build on ideas and articulate their own ideas, with depth and complexity as part of the writing process.		
c) Students rarely learn and work together to problem-solve and generate products.		c) Students learn and work together with teachers, peers, and others to problem-solve.		c) Students learn and work together with teachers, peers, and others to problem-solve and generate products.		
d) Students disregard works of quality and substance as models to inform their work.		d) Students reference works of quality and substance as models.		d) Students create works of quality and substance that are used as models to inform others' work.		
Points						
Rationale, including a detailed list of evidence supporting judgments						
Recommendations for improvement:						

WRITING: FORMATIVE AND SUMMATIVE ASSESSMENT

Demonstrator 1. Variety of Assessment
Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards.

Sample evidence
Unit plans/planning documents that show alignment of assessments and instruction to standards* Unit plans/planning documents that reflect integration of formative and summative assessment practices*Professional learning community/meeting notes and documents developed that reflect collaborative efforts in designing assessments that meet characteristics

Needs Improvement (X 1/bullet)	**Proficient (X 2/bullet)**	**Distinguished (X 3/bullet)**
a) Select teachers deconstruct standards to determine specific learning objectives and align both instruction and assessments with those objectives.	a) Teachers participate in deconstruction of standards to determine specific learning objectives and align both instruction and assessments with those objectives.	a) Teachers deconstruct standards to determine specific learning objectives and align both multi-dimensional instruction and assessments with those objectives.
b) Teachers do not engage in a systematic school-wide collaborative approach to develop or align writing and communication assessments across grade levels and content areas.	b) Teachers collaborate to develop and /or align writing and communication assessments across grade levels and content areas.	b) Teachers collaborate to develop and/or align writing and communication assessments across grade levels and content areas, and monitor the impact on student learning over time.
c) Select teachers meet to review writing and communication assessments for alignment with standards and other teachers comply with the alignment.	c) Teachers collaborate to review writing and communication assessments for alignment with standards.	c) Teachers collaborate to review writing and communication assessments for alignment with standards and quality of task.
d) Teachers do not embed informal writing and communication skills to formatively assess content area learning across the curriculum.	d) Teachers embed informal writing and communication skills to formatively assess content area learning across the curriculum.	d) Teachers embed informal writing and communication opportunities to formatively assess content area learning and provide opportunities for student reflection on their content learning.
e) Teachers are beginning to use writing and communication skills to formatively assess content area learning across the curriculum.	e) Teachers formatively assess student's writing processes as well as products.	e) Teachers formatively assess student's writing processes as well as products and use that information to inform coaching and instructional decisions.
Points		

Formative and Summative Assessment

Rationale, including a detailed list of evidence supporting judgments	
Recommendations for improvement:	

Formative and Summative Assessment

Demonstrator 2. Expectations for Student Learning
Teachers should have common and high standards for student learning in the content area.

Sample evidence

Student assessment results that reflect students' reflection on learning*Students' goal-setting samples*Lesson plans that describe strategies for involving students in identifying learning strengths and needs and goals for learning*Teachers' reflections on student assessment data*Samples of co-developed scoring guides/rubrics

Need Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
a) Students are unaware of the expectations for the work.	a) Students are aware of the expectations for their work and receive and provide feedback.	a) Students are aware of expectations for their work and receive/ provide feedback using language specific to stated expectations.
b) Teachers and students collaborate to set writing and communication goals that are not standards-based or well-informed.	b) Teachers and students collaborate to set writing and communication goals that are standards-based and informed by feedback and assessments.	b) Students set standards-based writing and communication goals that are informed by self-reflection, teacher and peer feedback, and assessment evidence.
c) Teachers and students are beginning to engage in ongoing self-assessment to monitor progress toward meeting writing and communications goals.	c) Teachers and students engage in ongoing self-assessment to monitor progress toward meeting writing and communications goals.	c) Teachers and students engage in ongoing self-assessment, using a variety of methods designed to support different learning styles, to monitor progress toward meeting writing and communications goals.
d) Teachers and students use only external scoring guides and rubrics to assess writing and communication.	d) Teachers and students use models as exemplars and to co-develop scoring guides and rubrics to assess writing and communication.	d) Students develop models as exemplars, scoring guides and rubrics to assess writing and communication.

Points						
Rationale, including a detailed list of evidence supporting judgments						
Recommendations for improvement:						

Formative and Summative Assessment

Demonstrator 3. Response to Assessment
Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement.

Sample evidence
Professional learning community/team meeting notes/documents that reflect discussions and work around formative/summative assessment, including identification of next steps in instruction*Unit/lesson plans that reflect instructional decisions based on formative assessment results*Student work samples that include teacher and peer feedback and reflection*Students communications portfolio that includes process of feedback, revision before final products are produced.

Needs Improvement **(X 1/bullet)**	**Proficient** **(X 2/bullet)**	**Distinguished** **(X 3/bullet)**
a) Teacher engagement in professional dialogue about writing and communications assessments across disciplines is in its early stages. b) Teachers are in the developing stages of designing a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards. c) Teachers provide feedback on students' communication products as part of an ineffective feedback process. d) Teachers provide unsupported opportunities for students to revise summative products.	a) Teachers across the curriculum engage in professional dialogue about writing and communications assessments across disciplines. b) Teachers develop a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards. c) Teachers and peers provide feedback on students' writing and communication products as part of a constructive feedback process. d) Teachers provide opportunities for students to revise and apply new learning before summative products are assessed.	a) Teachers plan for writing and communications assessments across disciplines, and use instructional evidence to inform ongoing professional learning efforts. b) Teachers implement a plan to monitor student progress in developing writing and communication skills consistent with grade-level writing standards, and respond to evidence through revised instruction. c) Teachers, peers, and others provide specific feedback on students' writing and communication products as part of a constructive feedback process that is subsequently applied by students to improve their communications. d) Instruction regularly includes ongoing opportunities for students to reflect, revise and apply new learning before summative products are assessed.
Points		
Rationale, including a detailed list of evidence supporting judgments		
Recommendations for improvement:		

WRITING: PROFESSIONAL DEVELOPMENT AND SUPPORT SERVICES

Demonstrator 1. Planning	

Professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning.

Sample evidence

Professional development action plan aligned with school vision for literacy*Documentation of communication of the professional development action plan (e.g., emails, staff meeting agendas, PLC notes)

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
a) The professional development action plan does not support the school's writing vision for literacy (reading, writing, speaking, listening and language).	a) The professional development action plan supports the school's vision for literacy (reading, writing, speaking, listening and language).	a) The professional development action plan supports the school's vision for literacy (reading, writing, speaking, listening and language) and is revisited throughout the year to assess implementation progress and fidelity.
b) The professional develop action plan is not designed to meet the needs of the school and the criteria of the district, or the long-term vision for the school's writing and communications program.	b) The professional develop action plan is designed to meet the needs of the school and the criteria of the district, as well as the long-term vision for the school's writing and communications program.	b) The professional develop action plan is designed to meet the needs of the school and the criteria of the district, as well as the long-term vision for the school's writing and communications program. Results of the professional development action plan are formatively assessed, examining resulting improvements in classroom practice.
c) The professional development action plan is not communicated to all invested stakeholders.	c) The professional development action plan is communicated to all invested stakeholders.	c) The professional development action plan is co-constructed with all invested stakeholders.
Points		
Rationale, including a detailed list of evidence supporting judgments		
Recommendations for improvement:		

Professional Development and Support Services

Demonstrator 2. Participation		
Teachers participate in program-specific professional development designed to meet their needs. All teachers participate in professional development focused on 21st century skills.		
Sample evidence		
Relative Professional Growth Plans*Relative Professional Learning Community (PLC) notes/documents that demonstrate professional learning targeted to improved writing/communication instruction and/or 21st century skills*Relative professional development agendas/notes*School writing policy or plan that communicates participation of all teachers in the writing program*Curriculum documents that reflect a school wide emphasis on writing/communication*Book study notes*Action research notes/outcomes		
Needs Improvement **(X 1/bullet)**	**Proficient** **(X 2/bullet)**	**Distinguished** **(X 3/bullet)**
a) Teachers receive limited professional development opportunities to develop understandings of students learning in writing and communication skills.	a) Teachers engage in sufficient training and support to maintain current understandings of student learning in writing and communication skills.	**a)** Teachers engage in both internal and external support for job-embedded, ongoing professional learning to enhance student learning in writing and communication skills, continuously updated to address emerging knowledge and application.
b) Teachers are not participants in targeted professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society.	b) Teachers engage in targeted professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society.	b) Teachers engage in and facilitate professional learning opportunities that enhance their ability to deliver effective, appropriate instruction that improves student communication skills for a 21st century global society.
c) Teachers are not participants in a systematic school-wide writing and communications initiative.	c) Teachers are participants in a systematic school-wide writing and communications initiative.	c) Teachers are engaged in a systematic and long-term school-wide writing and communications initiative that is research-based, and apply new understandings in their ongoing instruction.
d) Teachers engage in no professional learning to enhance their ability to use formative and summative assessment to improve student's writing and communication skills.	d) Teachers engage in professional learning to enhance their ability to use formative and summative assessment to improve student's writing and communication skills.	d) Teachers engage in and facilitate professional learning to enhance their ability to use formative and summative assessment to improve student's writing and communication skills.
Points		
Rationale, including a detailed list of evidence supporting judgments		
Recommendations for improvement:		

Professional Development and Support Services

<table>
<tr><td colspan="3">**Demonstrator 3. Teacher Leadership**
 Teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community.</td></tr>
<tr><td colspan="3">**Sample evidence**
Documentation of professional learning opportunities facilitated by teacher/teacher leaders*Professional Learning Community notes or developed documents/outcomes*Professional development action plan with record of implementation*Documentation of professional development opportunities that support instructional practices regarding writing and communication skills*Teacher leader planning notes for mentoring, coaching, modeling, facilitating presentations.</td></tr>
<tr><td>**Needs Improvement**
(X 1/bullet)</td><td>**Proficient**
(X 2/bullet)</td><td>**Distinguished**
(X 3/bullet)</td></tr>
<tr>
<td>a)   Leadership is neither shared nor distributive, nor does it specifically address a systematic approach to supporting writing and communications development.</td>
<td>a)   Teacher leaders (e.g., classroom teachers, department chairs, literacy leaders, instructional coaches, resource teachers, counselors) are selected to represent an intentional distributed leadership, representing all disciplines and support staff development in teaching writing and communication skills.</td>
<td>a)   Teacher leaders (e.g., classroom teachers, department chairs, literacy leaders, instructional coaches, resource teachers, counselors) represent an intentional distributed leadership, representing all disciplines, and take initiative to build the skills and practice of colleagues through job-embedded peer coaching while addressing the learning needs of staff.</td>
</tr>
<tr>
<td>b)   Writing and communication goals are not developed, or if developed, are non-specific, or rarely addressed.</td>
<td>b)   Teacher leaders develop school-wide writing and communication goals and annually revisit those goals.

c)   Teacher leaders support the professional development action plan through facilitating learning and modeling best practices for instruction in writing and communication skills.</td>
<td>b)   Teacher leaders work with staff to develop school-wide writing and communication goals and revisit those goals on an ongoing basis, both formally and informally.</td>
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<tr>
<td>c)   Teacher leaders are not utilized within the school to support the professional development action plan or the writing program.</td>
<td></td>
<td>c)   Teacher leaders support the professional development action plan through facilitating learning and modeling best practices for instruction in writing and communication skills, as identified from formative and summative assessments.</td>
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<tr>
<td>d)   Leadership and teacher leaders do not engage in collaborative decision-making regarding the writing program or the professional develop action plan.</td>
<td>d)   Teacher leaders are engaged in collaborative decision-making, and follow up on leadership decisions to support teacher writing and communications instruction.</td>
<td>d)   Teacher leaders collectively gather data, make decisions, and follow up to support ongoing progress in goals-driven writing and communications initiatives.</td>
</tr>
<tr>
<td>e)   Schools rarely utilize internal or external experts and/or resources to support the professional development action plan.</td>
<td>e)   Teacher leaders utilize outside experts and resources as appropriate to support the professional development action plan.</td>
<td>e)   Teacher leaders collaborate with internal and external experts to share expertise related to writing and communications.</td>
</tr>
</table>

Professional Development and Support Services

Points						
Rationale, including a detailed list of evidence supporting judgments						
Recommendations for improvement:						

WRITING: ADMINISTRATIVE/LEADERSHIP SUPPORT AND MONITORING

Demonstrator 1. Shared Vision *School Councils and administrators have developed a shared vision for insuring quality Writing instructional programs.*		
Sample evidence Program expectations within the writing policy, writing plan, and/or professional development action plan*School's vision/mission regarding the writing program with record of staff involvement*School publications, blogs, bulletin boards that include student and staff participation in communication*Induction process and documentation of new staff acclimation to their role in the writing program*Documentation of events, opportunities, displays that represent a culture of critical thinking, problem solving, and communicating.		
Needs Improvement **(X 1/bullet)**	**Proficient** **(X 2/bullet)**	**Distinguished** **(X 3/bullet)**
a) School leadership (e.g., principal, assistant principal, curriculum coordinators) does not communicate expectations with staff for implementing the school writing and communication program, or expectations are unclear or without rigor. b) School leadership does not support teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language), or support efforts are misaligned and/or insufficient. c) School leadership does not promote a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators. d) School leadership does not promote a culture where staff, teachers and students alike participate in writing and communicating in the school community.	a) School leadership (e.g., principal, assistant principal, curriculum coordinators) communicates expectations with staff for implementing the school writing and communication program. b) School leadership supports teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language). c) School leadership promotes a building wide culture that fosters student success as critical thinkers, problem solvers and effective communicators. d) School leadership promotes a culture where staff, teachers and students alike participate in writing and communicating in the school community.	a) School leadership (e.g., principal, assistant principal, curriculum coordinators) communicates expectations with staff for implementing the school writing and communication program by showcasing both internal and external examples of exemplary teacher implementation. b) School leadership supports teachers and staff in developing, implementing, and monitoring a long-term vision for literacy (reading, writing, speaking, listening and language) and engaging in professional dialogue around this vision during informal and formal interactions. c) School leadership promotes a community-wide culture (including all stakeholders) that fosters student success as critical thinkers, problem solvers and effective communicators. d) School leadership promotes a culture where staff, teachers and students alike participate in writing and communicating in the community, and holds all stakeholders accountable for active participation in that community.

Administrative/Leadership Support and Monitoring

e) School leadership does not support staff new to the school in implementing the school's writing and communication program.		e) School leadership supports staff new to the school in implementing the school's writing and communication program.		e) School leadership utilizes teacher leaders to support staff new to the school in implementing the school's writing and communication program, through ongoing peer mentoring for professional learning.		
Points						
Rationale, including a detailed list of evidence supporting judgments						
Recommendations for improvement:						

Administrative/Leadership Support and Monitoring

Demonstrator 2. Time and Resources *School leadership will provide adequate resources, facilities, space and instructional time to support high quality writing instructional programs.*		
Sample evidence Relative SBDM minutes and/or supporting documents descriptive enough to support the characteristic		
Needs Improvement **(X 1/bullet)**	**Proficient** **(X 2/bullet)**	**Distinguished** **(X 3/bullet)**
a) Time and resources allocated to implementation of the professional development action plan is limited or inequitable.	a) The principal allocates equitable time and resources to implement the professional development action plan.	a) The principal, utilizing input from teacher leaders, allocates equitable time and resources needed to implement the professional development action plan.
b) The SBDM council is made aware of the staffing allocation decisions for supporting the school's program.	b) The SBDM council monitors effectiveness of staffing allocation decisions for supporting the school's program.	b) The SBDM council monitors effectiveness of staffing allocation decisions for supporting the school's program and makes informed allocation recommendations.
c) The SBDM council is made aware of the availability of resources for supporting the school's program.	c) The SBDM council monitors availability of resources for supporting the school's program.	c) The SBDM council monitors availability of resources for supporting the school's program and makes informed recommendations about adding to or removing from that list of resources.
d) The SBDM council is made aware of the use of instructional time for supporting the school's program.	d) The SBDM council monitors the use of instructional time for supporting the school's program.	d) The SBDM council monitors the use of instructional time for supporting the school's program and offers recommendations to efficiently and resourcefully use that time.
Points		
Rationale, including a detailed list of evidence supporting judgments		
Recommendations for improvement:		

Administrative/Leadership Support and Monitoring

Demonstrator 3. Policies and Monitoring		
The SBDM Council and School Leadership shall establish and monitor implementation of policies concerning a school's writing instructional program.		
Sample evidence		
Relative SBDM minutes and/or supporting documents descriptive enough to support the characteristic*Revised writing policy		
Needs Improvement **(X 1/bullet)**	**Proficient** **(X 2/bullet)**	**Distinguished** **(X 3/bullet)**
a) The SBDM council collects data regarding the implementation of the school's writing and communications program.	a) The SBDM council analyzes data regarding the implementation of the school's writing and communications program and facilitates improvements to the program and/or policies based on data analysis.	a) The SBDM council analyzes data and evaluates progress regarding the implementation of the school's writing and communications program and facilitates improvements to the program, policies and/or instructional practice .
Points		
Rationale, including a detailed list of evidence supporting judgments		
Recommendations for improvement:		

Administrative/Leadership Support and Monitoring

Demonstrator 4. Principal Leadership		
Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and actions.		
Sample evidence		
Principal communications with staff*Professional Learning Community (PLC) or staff meeting notes/minutes that document principal's leadership regarding the writing program* PLC/meeting notes or outcomes that demonstrate collaborative evaluation of the writing program*Revised professional development action plan		
Needs Improvement (X 1/bullet)	**Proficient (X 2/bullet)**	**Distinguished (X 3/bullet)**
a) The principal individually evaluates and reflects on the impact of the writing and communication instructional practices of the school to inform the professional development action plan, or evaluation and reflection is generally limited.	a) The principal and staff collaboratively evaluate and reflect on the impact of the writing and communication instructional practices of the school to inform the professional development action plan.	a) The principal enlists teacher leaders to collaborate, evaluate and reflect with staff on the impact of the writing and communication instructional practices of the school to inform instructional decisions and the professional development action plan.
b) The principal does not initiate professional learning among staff through collaboration and self-reflection.	b) The principal initiates professional learning among staff through collaboration and self-reflection.	b) The principal models professional learning among staff through collaboration and shared self-reflection.
c) The principal does not participate fully in professional learning regarding the school's writing and communication program.	c) The principal participates fully in professional learning regarding the school's writing and communication program.	c) The principal participates fully in and facilitates professional learning, including professional learning community activities, regarding the school's writing and communication program.
Points		
Rationale, including a detailed list of evidence supporting judgments		
Recommendations for improvement:		