



**SCHOOL-WIDE ASSESSMENT  
&  
STRATEGIC PLANNING TOOL**

**Developing the 3 R's  
*Rigor, Relevance and Relationships***



## HOW TO USE THE SCHOOL-WIDE ASSESSMENT & STRATEGIC PLANNING TOOL

The School-wide Assessment & Strategic Planning Tool is designed for use by new and existing schools. The Rubric will assist you in assessing your stage of development – Exemplary, Functioning, or Transitional – in implementing the EdVisions Design Essentials. For the “Self-Directed Project-based Learning” category it also reflects the Project-based Learning (PBL) Levels and Teacher Orientations that relate to the various stages of development.

It may be helpful to complete the Checklists provided in the Supplemental Tools prior to completing the School-wide Assessment Rubric. The results will inform completion of the Rubric.

It is recommended that the Rubric be completed by teachers individually and then, collectively to get a picture of the school as a whole. Once completed, it is recommended that a “Gap Analysis” be conducted – individually, and then school-wide. The results will provide valuable insights and inform Professional Development Plans for teachers and school-wide Action Plans for continuous improvement. EdVisions will be available to help you analyze your results and work with you as you move towards becoming an “Exemplary” and sustainable EdVisions school.

### SUPPLEMENTAL TOOLS

**Design Essentials Checklist:** A one-page checklist of the EdVisions Schools Design Essentials.

**AHSI Distinguishers Checklist:** A more detailed checklist for each of the 5 Distinguishers. The Alternative High School Initiative (AHSI) is a group of organizations the Bill & Melinda Gates Foundation has funded to help create effective, student-centered small high schools for youth that need or prefer an alternative learning environment for high school graduation and preparation for postsecondary education. AHSI is characterized by the 3 R’s – *Rigor, Relevance and Relationships*; learning that is academically rigorous, relevant to the real world, and supported by meaningful relationships. Youth voice, participation and leadership development drive the learning process. EdVisions is a member of this organization because of the innovative program we offer parents and students. The Design Essentials are functions of a good learning community for all students and further enhance the AHSI Distinguishers.

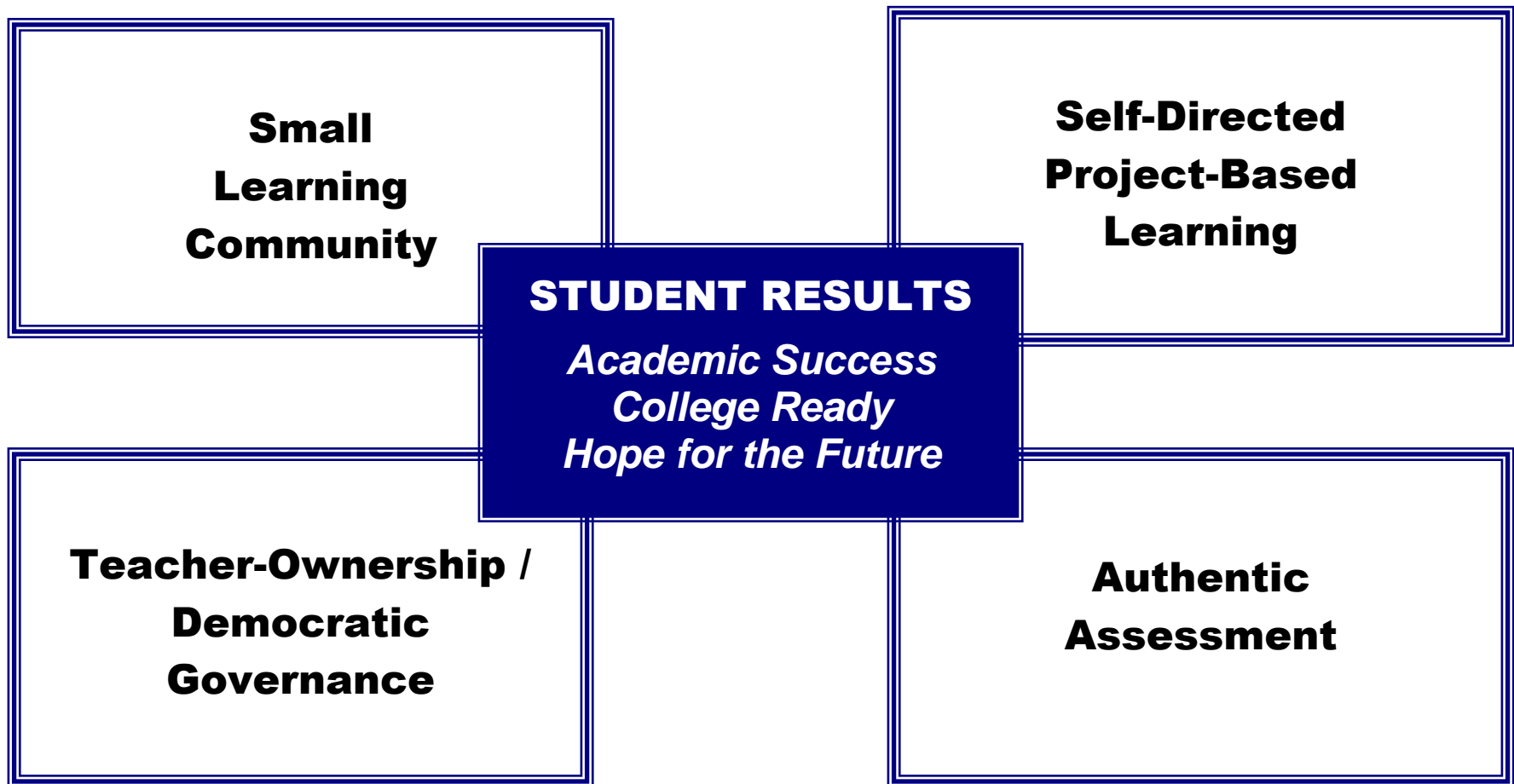
**Hope Study Components & Effects on the 3 R’s:** A description of each of the 5 Hope Study Components and their effect on *Rigor, Relevance and Relationships*. After a year and a half of piloting the surveys, correlations and analyzing data, EdVisions has discovered that our Design Essentials and the AHSI Distinguishers create a positive learning culture for adolescence and create positive dispositions for success in life.

**Project-based Learning (PBL) Levels Checklist:** A more detailed checklist for each of the 5 PBL Levels.

**Teacher Orientation Checklist:** A more detailed checklist for each of the 3 Teacher Orientations.



**DEVELOPING THE 3 R'S – *RIGOR, RELEVANCE & RELATIONSHIP*  
THROUGH THE 4 COMPONENTS OF THE EDVISIONS DESIGN ESSENTIALS**





## DESIGN ESSENTIALS – CHECKLIST

**Self-directed Project-based Learning Program:** *How do we facilitate the work of youth as self-directed producers and learners in a democratic learning community?*

- Self-directed, project-based learning primary focus; driven by constructivist pedagogy
- Individual/group projects complemented by multiple learning approaches based on students' needs and interests (e.g. seminars, workshops, mentoring, internships, field study, virtual/on-line, service learning)
- Individual Learning Plan for all students
- Personalized work space for each student; Internet access
- Technology-infused environment; technology used as tool
- All students and staff engage in quiet reading every day
- Achievement demonstrated publicly; highest work place standards are quality goal
- All students prepared for post-secondary education, workplace, and active citizenship

**Student-centered Learning Environment:** *How do we connect with young people in a democratic learning community?*

- Small schools – 150 students maximum
- Highly personalized setting; every student treated as individual – *No Child Left Unknown*
- Positive, caring relationships; respect and responsibility modeled and practiced
- Multiage advisory program in place; meet at least twice daily; advisors fully responsible for no more than 20 students
- Mentoring available to all students
- Parents and community at large actively engage with students to support learning
- Democratic student government supports active engagement in decision making process
- Restorative justice/circle processes practiced
- Students experience value of citizenship as they contribute to greater community

**Teacher Ownership/Democratic Governance:** *How do we engage “Teachers as Owners” of a democratic learning community?*

- Autonomous school management with control over budget and staffing; individual responsibility and accountability for school finance and educational success
- Teachers model ownership and demonstrate democratic leadership; inspire students, parents and community to take ownership and actively engage in decision making; incorporate consensus model
- Teacher evaluations by peers, students, and parents; performance-based pay, at-will employment
- Evaluations inform individual Professional Development Plans; focus on self and school improvement
- Coaching/mentoring plan for assimilation and continuous improvement

**Assessment:** *How do we know that we are achieving our intended results in a democratic learning community?*

- Project products assessed by more than one adult; no failures – ample opportunities for students to improve products to meet quality standards
- Demonstrated achievement – including public presentations and performances
- Electronic standards tracking/reporting system and electronic student portfolios
- Standardized testing; results inform Individual Learning Plans and continuous improvement
- Value-added assessment of life skills and participation in Hope Study; results inform Individual Learning Plans and continuous improvement
- Post-secondary plan for all students beginning at ninth grade
- Senior project a graduation requirement
- Graduation by project credits, standards met, life skills gained, and senior project performance



## AHSI DISTINGUISHERS CHECKLIST

### **Distinguisher 1: Authentic Learning, Teaching and Performance Assessment**

- Industry internships, job shadowing, work experience, service learning
- Portfolios of student work
- Student exhibitions, presentations, demonstrations
- Individual and group projects
- Regular access and exposure to technologies to prepare, revise and present work, and to communicate
- “Just in time” seminars to identify and aggressively address learning gaps

### **Distinguisher 2: Personalized School Culture**

- Intentional recruitment of vulnerable youth/students
- Clear definition of “small size” at school level
- Intake assessment of students’ learning and developmental needs
- Individual student learning plans developed with student and parent
- Morning, after-school and evening programs; summer programs
- Advisory structure
- Intentional culture building
- Student-led conferences
- Celebrations
- Multiple approaches for addressing variations in student learning styles
- Performance narratives

### **Distinguisher 3: Shared Leadership and Responsibility**

- Youth caucus/board
- Scheduled whole school town meetings
- Advisory board comprised of school, student, family, community, postsecondary and industry partners
- Liaison to community and industry resources, postsecondary options and opportunities
- Systems for selection and training of new leaders
- Ongoing professional development around best practices at all levels
- Personalized development plans for all staff
- Transparency in both practice and performance assessment
- Framework for performance appraisal
- Scheduled and structured staff feedback

**Distinguisher 4: Supportive Partnerships**

- Open house
- Community access to school resources
- Student learning projects that help real-life community issues
- Advisory board comprised of school, student, family, community, postsecondary and industry partners
- Liaison to community and postsecondary organizations and institutions
- Mentors, tutors, guest speakers, internships, job shadowing, employment opportunities, apprenticeships
- Teacher learning opportunities with community partners
- Corporate sponsorship and/or endorsement of school
- In-house coaching and liaisons to network and/or outside consultants to enhance school capacity
- Framework for school performance appraisal

**Distinguisher 5: Future Focus**

- Student placement in prep and college-going programs
- College courses; credits
- Structured and accountable relationships with postsecondary institutions
- Student transition plans beginning in the 9<sup>th</sup> grade and following students through graduation onto postsecondary pathways
- System for communicating with students beyond high school graduation
- Post graduation learning plans



## **PROJECT-BASED LEARNING (PBL) LEVELS CHECKLIST**

- 1) **Project is curriculum-controlled** **(TRADITIONAL\*)**
  - Project is part of curricular unit, text, etc.
  - All students do the same thing
  - No student choice
  - Graded as part of class unit
  
- 2) **Project is part of a class and teacher-directed** **(TRANSITIONAL\*)**
  - Allows for student inquiry, choice of topic within curriculum
  - Students have to frame their own questions
  - All students have same timeframe
  - Graded as part of class unit
  
- 3) **Project is interdisciplinary and teacher-directed** **(TRANSITIONAL\*)**
  - Project is inquiry-based, looks at “big picture,” still curriculum-based
  - Project is interdisciplinary and thematic in nature
  - Students may be in cooperative groups; teaming
  - Performance and product assessment is used as well as class grade
  
- 4) **Project is authentic and created with teacher-student interaction** **(FUNCTIONING\*)**
  - Project is interdisciplinary in nature; inquiry-based; authentic
  - Rubrics assess performances; critical thinking and problem solving
  - Students may be in cooperative groups, in teams or whole class
  - Project includes place-based, service learning, etc.
  - Timeframe is negotiable, but within semester, or units
  
- 5) **Project is authentic and self-directed** **(EXEMPLARY\*)**
  - Project is teacher-facilitated, with teachers providing the process
  - The “whole world” is the curriculum, with state standards guiding the work
  - Rubrics assess learning-to-learn skills, personal development, etc.
  - Performance and products assessed; performances to real-world audience
  - May be individual or group projects
  - Could include place-based, service-learning projects
  - Non-graded, timeframe negotiable

**\* NOTE: While students within the school may be at different developmental levels and therefore operating at different levels of PBL, this School-wide Assessment category reflects the level that most students are operating at and the highest level of PBL accessible to all students.**

## TEACHER ORIENTATION CHECKLIST

	<b>ORIENTATION 3</b>	<b>ORIENTATION 2</b>	<b>ORIENTATION 1</b>
<b>Object of Instruction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students learning-to-learn, acquiring critical thinking and problem solving, integration of subject matter, holistic, real-world outcomes, inquiry-based</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Highly focused on behavioral outcomes, student purpose secondary, acquire scholastic knowledge, understanding of ideas and concepts teacher-led activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acquire surface knowledge, small incremental outcomes, facts, skills, information, memorization, practice, repetition, using taxon memory</li> </ul>
<b>Teacher Use of Time</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents problems, helps student make sense of their problems, works with individuals and groups establishing student responsibilities, flexible, fluid</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher orchestrates and controls activities, 50-55 minute periods, lesson plans, unit plans, some thematic and integrative activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Artificial imposed times, 50-55 minute periods, deadlines imposed by teacher, lesson plans, unit plans, cannot honor student need of extra time</li> </ul>
<b>Sources of Curriculum &amp; Instruction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The world is the curriculum, student-led, parents, experts, real-world situations, own experiences, pure constructivist</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional source books, curriculum guides, state curriculum, planned activities, high structured thematic instruction and exploration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Designated guides, books, what student “should” know, teacher selected instruction by lecture, texts, demonstrations, designated subjects and topics</li> </ul>
<b>Approach to Discipline</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Low threat, high challenge, relaxed alertness, student intrinsic motivation, project process helps with time management, goals, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Listening and communicating in structured setting, creating community essential, failure to cooperate is disruption, some constructivism allowed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher governs behavior, controls disruptions, writes rules, reviews punishments; behaviorism and “assertive discipline” rule</li> </ul>
<b>Approach to Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Well-developed rubrics for performance, presentations, time management, life skills and independent learning; project process checklists</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> May allow problem solving, projects, performance, but structured; teacher-controlled assessment and evaluation, still paper-pencil tests</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basis of assessment on replication of teacher and source materials, paper-pencil tests, quizzes, true-false, multiple choice, always a right and wrong answer</li> </ul>
<b>Educational Setting</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student-led activities, unstructured time demands open structures, flexibility, fluid, open-ended, personal work space for each student, advisor-advisee groups, no “class” structure</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can implement thematic activities and cooperative learning, hands-on if fits timeframes, emphasis on teacher strategies and instructions, can be creative and move beyond packaged materials</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Stand and deliver, teacher part of larger system with expectations, grades a means of control, hours negotiated; system dominates</li> </ul>
	<b>Transformational Learning</b>	<b>Transaction of Knowledge and Skills</b>	<b>Transmission of Knowledge</b>





## **HOPE STUDY COMPONENTS CHECKLIST**

### **AUTONOMY – Student choice:**

- Choose what to study and when
- Personalize goals with flexible timeframes
- Learn what is relevant to them and why
- Use creativity and various learning styles
- Various points of view accepted and encouraged

### **BELONGINGNESS – Perceived support of advisors and peers:**

- Advisors have ongoing interaction with students
- Advisors show care and concern for each student
- Advisors advocate for students and support their learning
- Peers accept and demonstrate respect for one another
- Peers support one another in their learning

### **GOAL ORIENTATION – Approach to learning:**

- Intrinsically motivated
- Willing to risk
- Positive attitude
- Choose effective strategies for learning

### **ENGAGEMENT – Approach to tasks:**

- Strong work ethic
- Pay attention and concentrate
- Sustained effort
- Use time wisely
- High level of cognitive engagement in learning tasks

### **HOPE – Level of optimism toward ones' ability to be successful:**

- Conceptualize challenging goals and pathways to obtain them
- Develop various strategies to achieve goals
- Initiate and sustain motivation toward goals
- Demonstrate resilience in achieving their goals



## **The Hope Study and the 3 R's *Rigor, Relevance and Relationships***

The Hope Study is designed to assist schools in pinpointing their strengths as well as areas for improvement. Results from the Hope Study can help schools create proactive action plans with an eye towards enhancing and enriching the student experience.

The Hope Study is a series of surveys designed by Mark Van Ryzin, a doctoral candidate at the University of Minnesota in Educational Psychology. He asks the basic question: "What pedagogical model provides a good learning environment for the healthy psychological development of adolescents?" The Hope Study includes self-perception surveys on Autonomy, Belongingness, Goal Orientation, Engagement and Hope. Results provide an indication of how a learning environment affects adolescents and have been shown to correlate positively with success in college, physical health, and self-actualization. Preliminary surveys have shown that the EdVisions Schools model creates a learning environment that provides a much healthier place for adolescents than traditional schools; and that project-based learning and advisory systems have a positive impact on student engagement and their sense of hope.

The five Hope Study components – Autonomy, Belongingness, Goal Orientation, Engagement and Hope – can have a powerful impact on the three R's – *Rigor, Relevance and Relationships*. Results from the Hope Study can provide valuable insights into what the learning community does to provide students with a challenging, interesting and supportive place that enriches learning and engages students in *wanting* to learn.

Simply asking for greater rigor will not ensure long term success. When new school cultures are created, the general assessment practice is to immediately look for academic gains as measured by grades, standardized tests, or criterion referenced academic scores. Even when performance is measured, it is more than likely tied to academic performances rather than life skills. Generally dispositional goals are dismissed as too difficult to discern or as irrelevant. But when only academic gains are measured, there often may be an immediate level of growth, but they soon level off if not accompanied with deeper levels of change in the learning community that promote relevance and relationships. By measuring the relevance and relationships, along with rigor, schools will be able to create learning environments that are more likely to have long term effects on student success.

In our School-Wide Assessment & Strategic Planning Tool we link Hope Components to EdVisions Design Essentials. We have done so to provide a sense of which Hope Components are most likely to positively enhance those Design Essentials. However, they may not correlate exactly. Rather, they should be used as an indicator of the possibilities a learning community is offering for student growth. By providing students with more opportunities for Autonomy, Belongingness, Goal Orientation, Engagement and Hope, schools are far more likely to accelerate their success and movement toward being an "Exemplary" EdVisions school.

**Category A: Small Learning Community**  
**How do we connect with young people in a democratic learning community?**

<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>A1: Small learning communities of 150 students</b>	<i>Small 9-12 learning community of 150, with advisories of less than 20 students; staff meet at least weekly to make plans to keep common focus and is highly collaborative; students are valued; depth and quality of interpersonal relationships are apparent; students demonstrate high levels of Teacher Support; Engagement</i>	<i>Small learning community of 100, including 9 &amp; 10<sup>th</sup> grade, with advisories of less than 20 students; staff meets weekly to make plans and is cohesive; students are valued; positive interpersonal relationships; students demonstrate good levels of Teacher Support; Engagement</i>	<i>Small learning community of less than 100, including 9th grade, with advisories of less than 20 students; staff meets periodically to make plans but is not always cohesive; interpersonal relationships are variable; students demonstrate fair levels of Teacher Support; Engagement</i>
<b>A2: Highly personalized setting; every student treated as an individual – No Child Left Unknown</b>	<i>Advisors create high challenge, low threat learning environment that is responsive to each student’s needs, interests and goals; students exercise personal responsibility; advisors are easily accessible to students and seek to identify and nurture each student’s unique contribution to the learning community; students demonstrate high levels of Teacher Support; Peer Support; Engagement</i>	<i>Advisors create a positive learning culture that encourages their continued development and respects students’ needs, interests and goals; advisors encourage students to take personal responsibility; advisors meet regularly with their students; students demonstrate good levels of Teacher Support; Peer Support; Engagement</i>	<i>Advisors establish rules for students as a whole, sometimes at the expense of individual students’ needs, interests and goals; student behavior shows some evidence of personal responsibility; student access to advisors is limited; students demonstrate fair levels of Teacher Support; Peer Support; Engagement</i>
<b>A3: Positive, caring relationships, respect and responsibility modeled and practiced</b>	<i>Advisors are very knowledgeable about and responsive to individual needs, interests and goals; advisors demonstrate care and concern for each student; advisors teach and model respect and responsibility; advisors emphasize the value of life skills and assess and track student progress; students know their voice counts; students demonstrate high levels of Teacher Support; Peer Support; Engagement</i>	<i>Advisors are aware of individual needs, interests and goals and show they care about students; advisors teach and model respect and responsibility; advisors teach life skills and assess student progress; students have some voice in the life of the school; students demonstrate good levels of Teacher Support; Peer Support; Engagement</i>	<i>Advisors show they care about students; advisors teach respect, responsibility and some life skills; students have a voice in some aspects of the school; students demonstrate fair levels of Teacher Support; Peer Support; Engagement</i>
<b>A4: Multiage advisories in place; meet twice daily; advisors responsible for no more than 20 students</b>	<i>Each advisory includes students across all grade levels; less than 20 students/advisor; meaningful meetings twice daily that include high level of reflection and build a positive learning culture; advisors meet often with each student to review progress and provide support; students demonstrate high levels of Autonomy, Teacher Support, Peer Support</i>	<i>Each advisory includes students across middle school and/or high school students; less than 20 students/advisor; advisories meet twice daily and include time for reflection; advisors meet periodically with students to review progress; students demonstrate good levels of Autonomy, Teacher Support, Peer Support</i>	<i>Advisories are multiage but may include limited grade levels; less than 20 students/advisor; advisories meet twice daily but have limited time for reflection; individual access to advisors and tracking of progress is limited; students demonstrate fair levels of Autonomy, Teacher Support, Peer Support</i>

<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>A5: Mentoring available to all students</b>	<i>Advisor links students with community experts to support learning goals, enhance interests and understanding of real world standards; parents encouraged to participate in learning community; advisors link peers for mentoring purposes, encourage students to support one another; advisors teach and model authentic life skills and use a well-developed rubric to assess and track progress; students demonstrate high levels of Teacher Support; Peer Support; Autonomy; Goal Orientation</i>	<i>Advisors sometimes link students with community experts, parents, and other students to support learning goals, interests and understanding of real world standards; advisors teach and model life skills and assess progress; students demonstrate good levels of Teacher Support; Peer Support; Autonomy; Goal Orientation</i>	<i>There are some attempts to link students with community experts, parents, and other students to support learning goals, interests and understanding of real world standards; advisors teach life skills; students demonstrate fair levels of Teacher Support; Peer Support; Autonomy; Goal Orientation</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>A6: Restorative justice practiced</b>	<i>Restorative justice process is used in a low threat, high challenge setting; circle process is used in all cases where the community is threatened; consistent efforts by all to continually develop a positive learning culture and effective interpersonal skills; advisors and students see themselves as part of a larger community and act accordingly; students know their voice is honored; students demonstrate high levels of Teacher Support; Peer Support</i>	<i>Restorative justice process and circle process are understood and valued but are not always utilized; advisors model and teach effective interpersonal skills; advisors and students view themselves as part of a larger community and act accordingly more and more of the time; students have an active voice; students demonstrate good levels of Teacher Support; Peer Support</i>	<i>Restorative justice process and circle process are understood but used sporadically; advisors teach interpersonal skills; advisors and students are beginning to see themselves as part of a larger community; students don't believe they have an equal voice; students demonstrate fair levels of Teacher Support; Peer Support</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>A7: Parents and community at large actively engage with students to support learning</b>	<i>Advisors value and access variety of community resources, actively engage parents and community members throughout the project process, as experts, and to judge public presentations; students demonstrate high levels of Autonomy, Teacher Support, Engagement</i>	<i>Advisors access some community resources and encourage parents and community members to participate in the project process, sometimes as experts, and to judge public presentations; students demonstrate good levels of Autonomy, Teacher Support, Engagement</i>	<i>Access to community resources is limited; parents are encouraged to be involved in project process, but not very often as community experts and/or judges during public presentations; students demonstrate fair levels of Autonomy, Teacher Support, Engagement</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>A8: Democratic student government supports active engagement in the decision making process</b>	<i>There is an active student body government in place, established and run by the students;; students are active decision makers in the life of the school; students have a voice in hiring of staff and other staff committees; students take a leadership role in the circle process and peer mediation; students demonstrate high levels of Autonomy, Peer Support, Goal Orientation</i>	<i>There is an active student body government in place, established and run by the students; students have a voice in some school-wide decisions; students are engaged in the circle process; students demonstrate good levels of Autonomy, Peer Support, Goal Orientation</i>	<i>There is a student body government in place, but it is not very active; students have some voice, but many school-wide decisions are made by adults; the circle process is used sporadically and students are not always engaged; students demonstrate fair levels of Autonomy, Peer Support, Goal Orientation</i>

<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>A9: Students experience the value of citizenship as they contribute to the larger community</b>	<i>Students are actively engaged in place-based projects and service-learning, contributing to the community at large; active citizenship skills are modeled and taught by advisors and are assessed and tracked; students demonstrate high levels of Peer Support; Teacher Support; Goal Orientation</i>	<i>Many students do projects that contribute to the community; citizenship skills are modeled and taught by advisors and are assessed; students demonstrate good levels of Peer Support; Teacher Support; Goal Orientation</i>	<i>Some students do projects that contribute to the community; citizenship skills are taught by advisors and assessed; students demonstrate fair levels of Peer Support; Teacher Support; Goal Orientation</i>

**Category B: Self-Directed Project-based Learning (PBL)**  
*How do we facilitate the work of youth as self-directed producers and learners?*

<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY PBL Level 5 – Orientation 3</b>	<b>☐ FUNCTIONING PBL Level 4 – Orientation 2 &amp; 3</b>	<b>☐ TRANSITIONAL PBL Level 3 – Orientation 2</b>
<b>B1: Self-directed PBL primary focus; driven by constructivist pedagogy</b>	<i>Majority of student projects are self-directed, authentic, whole world is the curriculum; state standards guide work; high quality projects and presentations to real world audiences; students make decisions and set timeframes, students demonstrate high levels of Autonomy, Goal Orientation, Engagement and Teacher Support</i>	<i>Majority of student projects are self-directed and interdisciplinary, some cooperative, place-based, and/or service-learning projects; most timeframes negotiable; standards assessed; performance driven; good quality projects; students demonstrate good levels of Autonomy, Goal Orientation, Engagement and Teacher Support</i>	<i>Some self-directed projects, majority are teacher-led and course driven; product and standardized assessment used; some presentations by students; variable quality projects; most timeframes set by teachers; students demonstrate fair levels of Autonomy, Goal Orientation, Engagement and Teacher Support</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY PBL Level 5 – Orientation 3</b>	<b>☐ FUNCTIONING PBL Level 4 – Orientation 2 &amp; 3</b>	<b>☐ TRANSITIONAL PBL Level 3 – Orientation 2</b>
<b>B2: Personalized Learning Plans (PLPs) for all students emphasizing student needs and interests</b>	<i>PLPs for all students; plans emphasize individual needs and interests and drive self-directed PBL and development of a variety of complementary learning opportunities; intrinsic motivation stressed; individual inquiry highly valued; use of electronic tracking /management system; students demonstrate high levels of Autonomy, Goal Orientation and Engagement</i>	<i>PLPs for all students; many goals are personalized based on individual needs and interests and drive development of projects and complementary seminars; individual inquiry valued; use of electronic tracking/ management system; students demonstrate good levels of Autonomy, Goal Orientation and Engagement</i>	<i>PLPs being developed; many goals are standardized; plans are primarily driven by structured curriculum/ seminars with some consideration for individual needs and interests; individual inquiry is limited; students demonstrate fair levels of Autonomy, Goal Orientation and Engagement</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY PBL Level 5 – Orientation 3</b>	<b>☐ FUNCTIONING PBL Level 4 – Orientation 2 &amp; 3</b>	<b>☐ TRANSITIONAL PBL Level 3 – Orientation 2</b>
<b>B3: Personalized work space for each student; Internet access</b>	<i>Personal space valued and respected; workplace responsibility encouraged; student ownership evident; easy access to technology; students demonstrate high levels of Autonomy, Goal Orientation and Engagement</i>	<i>Personal space valued but shared with others; workplace responsibility expected but not reinforced; shared access to technology; students demonstrate good levels of Autonomy, Goal Orientation and Engagement</i>	<i>Personal space not valued and shared with others; workplace responsibility not stressed; some access to technology; students demonstrate fair levels of Autonomy, Goal Orientation and Engagement</i>

<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY PBL Level 5 – Orientation 3</b>	<b>☐ FUNCTIONING PBL Level 4 – Orientation 2 &amp; 3</b>	<b>☐ TRANSITIONAL PBL Level 3 – Orientation 2</b>
<b>B4: Technology infused environment; technology used as a tool</b>	<i>Individual students are trusted to use technology; easy access to computer applications and other technologies; students naturally integrate technology into projects; students value and respect technology; students demonstrate high levels of Goal Orientation and Engagement</i>	<i>Most students are trusted to use technology; most have access to computer applications and other technologies; students encouraged to integrate technology into projects; students treat technology with respect; students demonstrate good levels of Goal Orientation and Engagement</i>	<i>Most students are supervised when using technology; some have access to computer applications and technologies and others do not; limited use of technologies in projects; respect for technology is variable; students demonstrate fair levels of Goal Orientation and Engagement</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY PBL Level 5 – Orientation 3</b>	<b>☐ FUNCTIONING PBL Level 4 – Orientation 2 &amp; 3</b>	<b>☐ TRANSITIONAL PBL Level 3 – Orientation 2</b>
<b>B5: Individual/group projects complemented with multiple teaching/learning approaches based on student needs and interests</b>	<i>Self-directed PBL is primary focus; individual needs and interests complemented by seminars, workshops, internships, field study, service learning, virtual/online learning, post-secondary options, etc.; student inquiry highly valued; students demonstrate high levels of Teacher Support, Engagement and Goal Orientation</i>	<i>Self-directed PBL is primary focus for most students; individual needs and interests are also met through seminars, workshops, internships, field study, service learning, etc.; student inquiry is encouraged; students demonstrate good levels of Teacher Support, Engagement and Goal Orientation</i>	<i>Individual needs and interests are met primarily through core courses and seminars; projects are mostly teacher-led; students demonstrate fair levels of Teacher Support, Engagement and Goal Orientation</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY PBL Level 5 – Orientation 3</b>	<b>☐ FUNCTIONING PBL Level 4 – Orientation 2 &amp; 3</b>	<b>☐ TRANSITIONAL PBL Level 3 – Orientation 2</b>
<b>B6: Achievement demonstrated publicly; highest workplace standards are the quality goal</b>	<i>Public presentations of work using well-developed rubric; highest workplace standards; real world projects reflecting depth and high quality; senior projects expected for graduation; students demonstrate high levels of Goal Orientation, Autonomy, Teacher Support and Engagement</i>	<i>Public presentations of work; projects are relevant, reflect workplace standards, and show growth in quality over time; senior projects expected for graduation; students demonstrate good levels of Goal Orientation, Autonomy, Teacher Support and Engagement</i>	<i>Limited public presentations of work; some emphasis on relevant projects that address workplace standards; quality of work is variable; senior projects not well developed; students demonstrate fair levels of Goal Orientation, Autonomy, Teacher Support and Engagement</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY PBL Level 5 – Orientation 3</b>	<b>☐ FUNCTIONING PBL Level 4 – Orientation 2 &amp; 3</b>	<b>☐ TRANSITIONAL PBL Level 3 – Orientation 2</b>
<b>B7: All students prepared for post-secondary education, workplace, and active citizenship</b>	<i>PLPs reflect high expectations and include a wide variety of pre-college activities; real-world projects exhibit rigor and address state standards; life skills rubrics stress responsibility and active citizenship; students on track for graduation; students demonstrate high levels of Goal Orientation, Autonomy, Engagement and Hope</i>	<i>PLPs reflect high expectations and include some pre-college activities; projects show relevance and address state standards; environment stresses responsibility and citizenship; most students on track for graduation; students demonstrate good levels of Goal Orientation, Autonomy, Engagement and Hope</i>	<i>PLPs address standards for graduation; limited pre-college activities; projects address standards; teachers stress responsibility and citizenship; majority of students on track for graduation; students demonstrate fair levels of Goal Orientation, Autonomy, Engagement and Hope</i>

<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY PBL Level 5 – Orientation 3</b>	<b>☐ FUNCTIONING PBL Level 4 – Orientation 2 &amp; 3</b>	<b>☐ TRANSITIONAL PBL Level 3 – Orientation 2</b>
<b>B8: All students and staff engage in quiet reading every day</b>	<i>Dedicated time for all students and staff to engage in quiet reading every day; students choose high quality books and journals that expand student knowledge and interest areas; reading levels reflect continued growth; students demonstrate high levels of Goal Orientation, Autonomy and Engagement</i>	<i>Time for all students and staff to engage in quiet reading every day; students' choice of reading materials increases their knowledge, interests and reading levels; students demonstrate good levels of Goal Orientation, Autonomy and Engagement</i>	<i>Students engage in quiet reading but not on a regular basis; students choose from a recommended list of varied reading materials to increase knowledge, interests and reading levels; students demonstrate fair levels of Goal Orientation, Autonomy and Engagement</i>

**Category C: Authentic Assessment**  
**How do we know that we are achieving our intended results?**

<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>C1: Project products are assessed by more than one adult with opportunities for students to improve products to meet quality standards</b>	<i>Project products are assessed by more than one adult; rubrics include basic skills, standards met, performance on life skills, process skills, and independent learning skills; process is well-monitored by advisor and committee; ample opportunity to improve the product to meet standards of quality; students demonstrate high levels of Teacher Support; Autonomy, Goal Orientation; Engagement</i>	<i>Project products are assessed by more than one adult using multiple assessments and life skills are assessed as part of the project; advisor monitors the project process; time is given for students to improve products to meet quality standards; students demonstrate good levels of Teacher Support; Autonomy, Goal Orientation; Engagement</i>	<i>Projects are assessed primarily by the advisor; life skills are sometimes assessed as part of the project; advisor monitors project process; timeframes may not always allow students to improve project to meet quality standards; students demonstrate fair levels of Teacher Support; Autonomy, Goal Orientation; Engagement</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>C2: Demonstrated achievement with plan for public presentations including community involvement</b>	<i>Projects are required to be presented to the public; well-developed presentation rubrics are used; community members participate as judges; students effectively use technologies and presentation methods appropriate for their projects; students demonstrate high levels of Autonomy, Teacher Support, Goal Orientation, Engagement</i>	<i>Projects are required to be presented to the public; community members participate as judges and provide feedback on the products; students use technology in their presentations; students demonstrate good levels of Autonomy, Teacher Support, Goal Orientation, Engagement</i>	<i>Some students present projects to the public; community members are sometimes invited to give feedback on the products; the use of technology is limited and sporadic; students demonstrate fair levels of Autonomy, Teacher Support, Goal Orientation, Engagement</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>C3: Electronic standards tracking/reporting system and electronic student portfolios</b>	<i>Electronic system used to create and track the project process and assess projects; standards and life skills are tracked, show individual growth and aggregated school-wide; students compile electronic portfolios; students demonstrate high levels of Engagement; Teacher support</i>	<i>Electronic system is used to create and track the project process and assess projects; standards and life skills are tracked to show individual growth but not aggregated school-wide; limited electronic portfolios; students demonstrate good levels of Engagement; Teacher Support</i>	<i>The project process is tracked via paper; standards and life skills are tracked individually but not aggregated school-wide; portfolios are not electronic; students demonstrate fair levels of Engagement; Teacher Support.</i>

<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>C4: Standardized testing; results inform Personalized Learning Plans (PLPs) and continuous improvement</b>	<i>Standardized test results are systematically gathered, tracked, and used to inform the PLPs of each student; individual and school-wide results inform learning program decisions and continuous improvement priorities; students demonstrate high levels of Autonomy, Engagement, Teacher Support</i>	<i>Standardized test results are used to inform PLPs and learning program decisions; sometimes used to inform continuous improvement priorities; students demonstrate good levels of Autonomy, Engagement, Teacher Support</i>	<i>Standardized test results do not always inform PLPs; sometimes used to inform learning program decisions; rarely used to inform continuous improvement priorities; students demonstrate fair levels of Autonomy, Engagement, Teacher Support</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>C5: Value-added measures including assessment of life skills and results from Hope Study inform and enhance PLPs and continuous improvement priorities</b>	<i>Advisors use a wide array of value-added measures and well-developed rubrics; results used to track student growth over time; assessment of life skills and results from Hope Study inform and enhance PLPs and continuous improvement priorities; students demonstrate high levels of all the Hope Components</i>	<i>Advisors use some value-added measures and rubrics; assessment of life skills and results from Hope Study inform and enhance PLPs and continuous improvement priorities; students demonstrate good levels of all the Hope Components</i>	<i>Advisors assess life skills and review results from Hope Study; however, results are not always tracked and seldom inform PLPs or continuous improvement priorities; students demonstrate fair levels of all the Hope Components</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>C6: Post-secondary plans for all students beginning in ninth grade</b>	<i>All 9<sup>th</sup>-12<sup>th</sup> graders have PLPs that include post-secondary goals that inform projects and appropriate pre-college activities; advisors regularly review and discuss progress; test results, standards, remediation, project credits, life skills, and Hope Study levels are all considered when advising students and creating student portfolios; students demonstrate high levels of Teacher Support; Goal Orientation; Autonomy</i>	<i>All 9<sup>th</sup>-12<sup>th</sup> graders have PLPs that include post-secondary goals; advisors review periodically; test results, standards, remediation, project credits, life skills, and Hope Study levels are considered when advising students and considered in creating student portfolios; students demonstrate good levels of Teacher Support; Goal Orientation; Autonomy</i>	<i>All 9<sup>th</sup>-12 students are asked to list post-secondary goals; advisors do not review progress on a regular basis; if students create portfolios, they may be informed by test results, standards, remediation, project credits and sometimes life skills and Hope Study levels; students demonstrate fair levels of Teacher Support; Goal Orientation; Autonomy</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>C7: Graduation includes standards met as well as project credits, life skills gained, and a senior project</b>	<i>State standards are addressed, demonstrated, assessed and tracked; project credits rather than course credits govern graduation; students must meet high expectations and are assessed using well-developed rubrics to evaluate standards met, project credits, life skills gained and the quality of the senior project; students demonstrate high levels of Autonomy, Goal Orientation; Engagement</i>	<i>State standards are addressed, assessed and tracked; project credits rather than course credits govern graduation; students are assessed using well-developed rubrics to evaluate standards met, project credits, life skills gain and the quality of the senior project; students demonstrate good levels of Autonomy, Goal Orientation; Engagement</i>	<i>State standards are addressed and assessed; a combination of project and course credits govern graduation; life skills are not always considered for graduation purposes; senior presentations are expected but not highly developed; students demonstrate fair levels of Autonomy, Goal Orientation; Engagement</i>



**Category D: Teacher-Ownership/Democratic Governance**  
**How do we engage staff as owners of a democratic community?**

<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>D1: Autonomous school management with control over budget and staffing; individual responsibility and accountability for school finance and educational success</b>	<i>Clear plan for autonomous school management, distributed leadership and dispute resolution; any outsourcing is driven by teachers and teachers maintain key decision making authority; teachers – individually and collectively take responsibility and accountability for school finance, staffing, and educational success; students demonstrate high levels of Autonomy, Goal Orientation</i>	<i>Teachers are actively involved in decision making in the areas of school finance, staffing, and the learning program; a majority of teachers are taking responsibility and accountability for student achievement and the school’s overall success; students demonstrate good levels of Autonomy, Goal Orientation</i>	<i>Most teachers are involved in some decisions affecting school finance, staffing, and the learning program; teachers are looking at how they impact student achievement and the school’s overall success; students demonstrate fair levels of Autonomy, Goal Orientation</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>D2: Teachers model ownership and demonstrate democratic leadership; inspire students, parents and community to take ownership and actively engage in decision making; incorporate consensus model</b>	<i>Teachers shape and implement a shared educational vision and positive school culture; staff are organized into a Teacher Professional Practice (TPP); staff meet regularly and collaborate effectively; key decisions are made using consensus; teachers model what it means to take ownership and contribute to democratic leadership and inspire students, parents and the community to do the same; all staff are involved in action research and results inform continuous improvement; students demonstrate high levels of Autonomy, Peer Support, Goal Orientation</i>	<i>Teachers are organized into a Teacher Professional Practice (TPP); staff meet regularly, work collaboratively and share a common focus; key decisions are made by consensus; the majority of teachers model what it means to take ownership and contribute to democratic leadership; many students and parents are doing the same; many staff are involved in action research and results inform continuous improvement; students demonstrate good levels of Autonomy, Peer Support, Goal Orientation</i>	<i>Staff meet regularly, work collaboratively and share a common focus; staff have a voice in the most critical decisions; some teachers model what it means to take ownership and contribute to democratic leadership; a few students do the same; some staff are involved in action research; students demonstrate fair levels of Autonomy, Peer Support, Goal Orientation</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>D3: Teacher evaluations by peers, students, and parents; performance-based pay, at-will employment (if applicable)</b>	<i>An evaluation plan with timelines, clear expectations and a dispute resolution process is well-developed; the evaluation process includes peers, students and parents; a personnel committee is in place to facilitate the process; there is a strong culture of mutual respect and high expectations; teacher pay is based on teacher and student performance and overall school success; students demonstrate high levels of Autonomy; Peer Support; Goal Orientation</i>	<i>A clear evaluation process is in place and includes peers, students and parents; a personnel committee is in place to facilitate the process; teachers show mutual respect; teacher pay is partially based on teacher and student performance; students demonstrate good levels of Autonomy; Peer Support; Goal Orientation</i>	<i>An evaluation process and performance-based pay is in place, peers only make recommendations; student performance is not usually considered; an administrator makes final decisions; most teachers expect mutual respect; students demonstrate fair levels of Autonomy; Peer Support; Goal Orientation</i>

<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>D4: Evaluations inform individual Professional Development Plans (PDPs); focus on self and school improvement</b>	<i>Teacher evaluations, student outcomes using multiple measures, assessment of life skills, and results of the Hope Study inform development of PDPs; reflection on ones work using action research drives ongoing professional development, goals and priorities for individual and school-wide improvement; students demonstrate high levels of Engagement; Goal Orientation</i>	<i>Teacher evaluations are used to develop PDPs; reflection on action research and student results are used by staff, but do not always inform individual PDPs and continuous improvement plans; students demonstrate good levels of Engagement; Goal Orientation</i>	<i>Teacher evaluations are seldom used in developing PDPs; staff discussions about student results inform some decisions, but don't usually affect PDPs or continuous improvement plans; students demonstrate fair levels of Engagement; Goal Orientation</i>
<b>DESIGN ESSENTIAL</b>	<b>☐ EXEMPLARY</b>	<b>☐ FUNCTIONING</b>	<b>☐ TRANSITIONAL</b>
<b>D5: Coaching/mentoring plan for incorporation of new members and continuous improvement</b>	<i>The Teacher Professional Practice has a well-defined coaching plan to incorporate new members into the TPP and facilitate their short and long term success; peers monitor each others' activities and provide helpful feedback; there is a strong culture of mutual respect, collaboration and creative problem solving that drives group decisions and action plans; students demonstrate high levels of Autonomy; Goal Orientation; Peer Support</i>	<i>The Teacher Professional Practice (TPP) assigns a coach to a new member; peers monitor each others' activities and provide helpful feedback most of the time; there is a culture of mutual respect, collaboration and problem solving that informs group action; students demonstrate good levels of Autonomy; Goal Orientation; Peer Support</i>	<i>New teachers are monitored by their peers; informal meetings are used to provide feedback and support; most teachers collaborate and expect mutual respect; new teachers need to "earn" their acceptance into the group; students demonstrate fair levels of Autonomy; Goal Orientation; Peer Support</i>