

FIELD PROJECT #1: School Improvement Process

Demonstrate comprehensive understanding and performance in data analysis, school improvement, and conducting the SIP process and its relationship to the school vision

Requirement	Documentation of Experience by Candidate: Lead; Participate; and/or Observe Note: Multiple Experiences	Alignment of SREB and Internship Evidence with Program Assignments Check Each SREB Requirement to Verify Area of Evidence Completed (Note: if any SREB requirements are not met with evidence verified in this document, indicate next to the indicator how requirement has been met)
1.1 Explain the purpose of the SIP and its relationship to the school's vision in a presentation to a group of stakeholders (e.g., at a faculty meeting, department meeting, parent group, community group, etc.)		SREB <input type="checkbox"/> 1. A Working with teachers to implement curriculum that produces gains in student achievement as defined by the mission of the school <input type="checkbox"/> 5a. ...analyzing data (including standardized test scores, teacher assessments, psychological data, etc.) to develop / refine instructional activities and set instructional goals <input type="checkbox"/> 5b. ...facilitating data disaggregation for use by faculty and other stakeholders Formative Course Assignments EDN 500: Vision / Mission / Goals / Values / Beliefs Graphic EDN 620: Field Experience: Data & SIP Goal EDN 630: School Audit SREB <input type="checkbox"/> 6a. ...analyzing and communicating school progress and school achievement to teachers, parents, and staff <input type="checkbox"/> 12a. ...working with faculty to communicate with school board and community stakeholders in a way that supports school improvement Formative Course Assignments EDN 515: Action Plan to assess political, social, economic, legal, and/or cultural issue impacting education EDN 630: School Audit Anchor Assignment
Required State Evidence: 1-Complete; 0-Incomplete Content _____ The candidate uses media in a compelling presentation format that focuses on the school's vision and mission and its connection to the work of the staff and principal, and SIP, to attain greater student achievement. Process _____ The candidate creates a document that clearly outlines the process used in preparing for the presentation, communicating with the audience, and planning the follow-up meeting. Outcomes _____ The candidate clearly states the outcomes and expectations of the presentation. Products _____ The candidate produces the following presentation items: an outline, a multi-media presentation (power point or other), handouts, and meeting minutes. Quality _____ Correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness.		Possible Evidence: Check or Describe the Evidence Included <input type="checkbox"/> PPT (or other presentation mode) overview for: SIP team, whole faculty, grade I team(s), or parents

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1.2 Analyze and review data, including but not limited to, state test results, and work with a faculty group / team to identify areas for improvement and interventions, with particular attention given to NCLB student subgroups and low-performing students		SREB <input type="checkbox"/> 1. B & C Working with the administration and faculty to develop, define, and/or adapt best practices based on current research that supports the school's vision <input type="checkbox"/> 2. B Activities resulting in raising standards and academic achievement for all students and teachers Formative Course Assignments EDN 500: Standards Study & Recommendations EDN 620: Program Assessment EDN 630: School Audit
Required State Evidence: 1-Complete; 0-Incomplete Content _____ The candidate works with faculty to review and analyze national, state, district, school and classroom data to identify academic achievement interventions for each of the schools NCLB subgroups or low performing students. Candidate's work reflects new interventions that align to the School Improvement Plan and the school's student achievement goals. Process _____ The candidate produces an analysis of data and has other artifacts to demonstrate the process used in preparing for, working with, and following up on the work with the faculty in the identification of interventions that will improve student learning for all NCLB subgroups. Outcomes _____ The candidate produces clearly stated outcomes and expectations, performs data analysis, reviews the process used with the faculty to support the outcomes of specific new improvement interventions for all NCLB subgroups. Products _____ a document/evidence detailing the data analysis and review process and products; all materials created and used in leading the faculty through the analysis and identification of specific interventions, and the meeting minutes verifying the input of, and work done by the faculty on the interventions. Quality _____ Correct APA formatting; correct spelling and grammar; completeness; accuracy; and comprehensiveness.		Possible Evidence: Check or Describe the Evidence Included <input type="checkbox"/> PPT (or other form of presentation mode) of State Test Review with SIP Team <input type="checkbox"/> SMART goal form with goals and targets from grade level / department <input type="checkbox"/> SMART goal form with goals and targets for individual teacher(s) <input type="checkbox"/> Lists of student groups based on data for Interventions <input type="checkbox"/> Monitoring sheet with subgroup data on low performing students