Oklahoma State Department of Education
Office of Standards and Curriculum

Oklahoma Essential Elements provide a comprehensive
framework based on current research and best practice.
The elements define high quality initiatives that support
student achievement in our schools.

ONE GOAL: IMPROVED STUDENT ACHIEVEMENT

ACADEMIC PERFORMANCE

1. Curriculum

2. Classroom Evaluation/ Assessment

3. Instruction

LEARNING ENVIRONMENT

4. School Culture

5. Student, Family, and Community Support

6. Professional Growth, Development and Evaluation

EFFICIENCY

7. Leadership

8. Organizational Structure and Resources

9. Comprehensive and Effective Planning

November 2007

Oklahoma State Department of Education
Office of Standards and Curriculum

ONE GOAL: IMPROVED STUDENT ACHIEVEMENT

ONE PLAN: ALL SCHOOL PLANS INVOLVE A CONTINUOUS
PROCESS TO ENSURE ALL STUDENTS
ARE ACHIEVING AT HIGH LEVELS

**Introduction to Oklahoma Essential Elements, Performance Indicators and
Successful Strategies for School Improvement**

This Resource Guide is designed to help districts:
- analyze existing systems of Academic Performance,
  Learning Environments, and Efficiency
- identify additional districtwide structures that may be needed to
  create a culture for student achievement
- establish ongoing, reflective, data-driven process for change.

Oklahoma Essential Elements

The nine Oklahoma Essential Elements are organized within three sections:

Academic Performance

Oklahoma Essential Element 1:   Academic Performance – Curriculum
Oklahoma Essential Element 2:   Academic Performance – Classroom
Evaluation/Assessment
Oklahoma Essential Element 3:   Academic Performance – Instruction

Learning Environment

Oklahoma Essential Element 4:   Learning Environment – School Culture
Oklahoma Essential Element 5:   Learning Environment – Student, Family, and
Community Support
Oklahoma Essential Element 6:   Learning Environment – Professional Growth,
Development, and Evaluation

Efficiency

Oklahoma Essential Element 7:   Efficiency – Leadership
Oklahoma Essential Element 8:   Efficiency – Organizational Structure and Resources
Oklahoma Essential Element 9:   Efficiency – Comprehensive and Effective Planning

Performance Indicators

The indicators provide a school district with a self-assessment checklist for each of the nine performance standards. The indicators for this process are intended to support educators as they make decisions about how best to facilitate student learning in their schools.

Successful Strategies for Oklahoma Essential Elements

The successful strategies section highlights research findings from state and national studies. These studies reflect proven best practices in improving student learning.

Identified successful strategies include, but are not limited to, examples from the following sources:

- United States Department of Education <www.ed.gov>
- What Works Clearinghouse <www.whatworks.ed.gov>
- Just for Kids Best Practices <www.just4kids.org>
- Self-reported data from identified Title I Academic Achievement Award Schools (high poverty and high achievement schools and schools recognized for closing the achievement gap)
- Title I Distinguished Schools
- No Child Left Behind Blue Ribbon Schools
- Mathematics and Science Partnerships
- Master Teacher program best practices
- Curriculum Walk-Through professional development best practices

Resources

Resources have been identified that support administrator, teacher, and student learning. Resources include books, videos, online opportunities and Web sites.

Oklahoma Essential Elements, Performance Indicators, Successful Strategies and Resources

Needs Assessment Checklist for the Nine Oklahoma Essential Elements of Effective Schools

Use these descriptors for the needs assessment checklist.

1	**This element does not exist.**
2	**Some aspects of this element exist but they are not systemic.**
3	**Our school has developed a strategy to address this element and we have made substantial progress towards implementation.**
4.	**This element is evident at our school and we continually adjust the implementation plan to improve the element's impact on quality learning.**

Check the number in the boxes below that best describes your district or school.

Indicators	**Oklahoma Essential Element 1: Academic Performance – Curriculum** The school faculty develop and implement a curriculum that is rigorous, intentional and aligned to state and local standards. **Performance Expectations:** Recognizes and encourages implementation practices that motivate and increase student achievement.	**1**	**2**	**3**	**4**
1.1	**Academic expectations are aligned with the *Priority Academic Student Skills (PASS).*** There is evidence that the curriculum is aligned with state academic content and process standards *(PASS)*.				
1.2	***PASS* standards and objectives are clearly articulated.** The district facilitates and communicates knowledge of essential curriculum standards *(PASS)* to schools to ensure they are clearly articulated across all grade levels.				
1.3	**Overlaps and gaps in curriculum are discussed.** The district initiates discussions between schools in the district in order to eliminate unnecessary overlaps and close curricular gaps.				
1.4	**Key curriculum vertical transition points are communicated.** There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).				
1.5	**Curriculum links are provided for continued education, career and life options.** The curriculum provides specific links to postsecondary education, life, and career options.				
1.6	**A process exists to monitor, evaluate and review curriculum.** A systematic process for monitoring, evaluating, and reviewing the curriculum ensuring its alignment to *PASS* is in place.				
1.7	**Common academic core is available for all students.** The curriculum provides access to a common academic core, as identified by *PASS,* for all students.				

Essential Elements and Performance Indicators are adapted from Kentucky State Department of Education Performance Standards and Indicators

Successful Strategies for Oklahoma Essential Element 1

1.1 Academic expectations are aligned with the *Priority Academic Student Skills (PASS).*
- Start with *PASS* standards <http://sde.state.ok.us> by grade and by content area, and determine instructional materials, including textbooks, to be used as resources to teach the standards.
- Align written *(PASS)*, taught (district, site, classroom curriculum) and assessed (test blueprints) curriculum. Use Surveys of Enacted Curriculum instrument to determine alignment and identify gaps in alignment <www.ccsso.org/projects/Surveys_of_EnactedCurriculum>.
- Create curriculum maps aligned to *PASS.*

1.2 *PASS* standards and objectives are clearly articulated.
- Provide Pocket *PASS* for teachers as a ready guide for daily lesson plan reference.
- Create lessons with the *PASS*port II lesson planner available on the State Department of Education Web site to add Web-based resources to teach *PASS*.

1.3 Overlaps and gaps in curriculum are discussed.
- Establish curriculum committee to review and analyze alignment of curriculum to *PASS*.
- Determine the number of students who are one or more grade levels below current grade in reading and mathematics and target interventions for these students.
- Use curriculum mapping to determine overlaps and gaps in curriculum and determine action plan to address needs.
- Align written, taught and assessed curriculum. Use Surveys of Enacted Curriculum instrument to determine alignment and identify gaps in alignment.
- Provide support and assistance to principals and teachers for long-range planning to implement aligned curriculum to *PASS*.

1.4 Key curriculum vertical transition points are communicated.
- Collaborate to create vertical alignment between and among grade level transition points.
- Allocate planning time to teachers to identify curriculum gaps between grade levels.
- Provide transition activities for students at targeted grade levels (i.e., peer mentoring/ tutoring opportunities; student interaction between schools; and school visits and graduation plans of study).

1.5 Curriculum links are provided for continued education, career and life options.
- Connect curriculum to student graduation plans of study.
- Provide elementary, middle, and high school students the opportunity to participate in college awareness activities (i.e., field trips to universities, school/university partner activities, and college fairs).
- Provide elementary, middle, and high school students the opportunity to participate in career awareness activities (e.g., develop a student/business mentorship program, and career fairs).
- Create units of study and lesson plans that prepare students for university and career opportunities.

1.6 A process exists to monitor, evaluate and review curriculum.
- Provide curriculum mapping and curriculum alignment activities for teachers to align curriculum with *PASS*.
- Compare test blueprints and test and item specifications (include sample test items) to curriculum taught. Test blueprints and sample items are available on the State Department of Education Web site <http://sde.state.ok.us>.   School staff analyzes student assessment results (district, site and student score reports) for purpose of monitoring instruction and curriculum and its alignment to *PASS*.
- Review the written *(PASS)*, taught (district, site, classroom curriculum), tested (test blueprints) and learned (test results) curriculum with horizontal and vertical teams to ensure alignment.

Successful Strategies for Oklahoma Essential Element 1

1.7 Common academic core is available for all students.
- Develop district curriculum guides to ensure consistent curriculum instruction.
- Provide differentiated curriculum to accommodate diverse learning needs.
- Provide professional development designed to ensure consistency of content but differentiation of process (i.e., Sheltered Instruction Observation Protocol (SIOP) for teaching English language learners; All Kinds of Minds professional development through Schools Attuned to meet district learning styles).

Oklahoma Essential Element 1: Academic Performance – Curriculum
Resources and Activities
Although there are many resources available for the individual school leader, the partners of this leadership initiative recommend that the following resources be explored.

Oklahoma Essential Element 1: Academic Performance – Curriculum
Books

Administrator's Guide – How to Support and Improve Mathematics Education in Your School, by Amy J. Mirra
All Kinds of Minds, by Mel Levine
Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano, J. Pickering and J.E. Pollock
Building Background Knowledge for Academic Achievement: Research on What Works in Schools, by Robert J. Marzano
Curriculum Mapping: Charting the Course for Content, by Heidi Hayes Jacob
Curriculum Access Resource Guide (CARG) A
Curriculum Access Resource Guide (CARG) M
Developing a Quality Curriculum, by Allan M. Glathorn
The Differentiated Classroom: Responding to the Needs of All Learners, by Carol Ann Tomlison
Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5, by Carol Ann Tomlinson and Caroline Cunningham Eidson
Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9, by Carol Ann Tomlinson and Caroline Cunningham Eidson
Getting Results with Curriculum Mapping, by Heidi Hayes Jacob
Fifty Strategies for Teaching English Language Learners, by Adrienne Herrell and Michael Jordan
A Handbook for Classroom Instruction That Works, by Robert Marzano, Jana S. Marzano and Debra J. Pickering
Helping Children Learn Mathematics, Jeremy Kilpatrick and Jane Swafford, editors
How to Differentiate Instruction in Mixed Ability Classrooms, by Carol Ann Tomlinson
Leadership for Differentiating Schools and Classrooms, by Carol Ann Tomlinson and Susan Demirsky Allan
Leaving No Child Behind: 50 Ways To Close The Achievement Gap, by Lead Author and Editor, Carolyn J. Downey
Looking Inside the Classroom – A Study of K-12 Mathematics and Science Education in the United States, by Iris R. Weiss, Joan D. Pasley, P. Sean Smith, Eric R. Banilower, Daniel J. Heck
Making Content Comprehensible for English Learners – the SIOP Model, by Jana Echevarria, Mary Ellen Vogt, and Deborah J. Short
Mapping the Big Picture: Integrating Curriculum and Assessment K-12, by Heidi Hayes Jacob
New Meaning of Educational Change, by Michael Fullan
Power Standards: Identifying the Standards that Matter Most, by Larry Ainsworth
Professional Development in Learning-Centered Schools, Sarah DeJarnette Caldwell, editor
Succeeding With Standards – Linking Curriculum, Assessment, and Action Planning, by Judy F. Carr and Douglas E. Harris

Teaching Children Who Struggle With Mathematics: A Systematic Approach to Analysis and Correction, by Helen J. Sherman, Lloyd I. Richardson, and George J. Yard
Teaching Reading in the Content Areas: If Not Me, Then Who?, by Rachel Billmeyer and Mary Lee Barton
Teaching What Matters Most – Standards and Strategies for Raising Student Achievement, by Richard W. Strong, Harvey F. Silver and Matthew J. Perini
Understanding by Design, by Grant Wiggins and Jay McTighe
Understanding by Design Professional Development Workbook, by Jay McTighe and Grant Wiggins
Visual Literacy: Learn to See, See to Learn, by Lynell Burmark
Walk-Through Rubrics Notepads, by Ruby K. Payne
What Works in the Elementary Grades: Results-Based Staff Development, by Joellen Killion
What Works in the High School Grades: Results-Based Staff Development, by Joellen Killion

Oklahoma Essential Element 1: Academic Performance – Curriculum
Videos and Online Opportunities

Collaborating for High Standards: Analyzing Student Work (Guidebook and Video Set), by Trudy Schoneman
Just For The Kids Best Practices Self-Audit, <www.just4kids.org>
Maximizing Learning for English Language Learners, Association for Supervision and Curriculum <www.ascd.org>
Meeting Standards and Raising Test Scores When You Don't Have Much Time or Money (video), Ruby K. Payne and Donna S. Magee
National Staff Development Council Staff Development Assessment Inventory, <www.nsdc.org>
Surveys of Enacted Curriculum, <http://www.ccsso.org/projects/Surveys_of_Enacted_Curriculum>
Understanding by Design Online Courses, Association for Supervision and Curriculum Development <www.ascd.org>
What Works in Schools Online Survey <www.whatworksinschools.org>

Oklahoma Essential Element 1: Academic Performance – Curriculum
Web sites

Advanced Placement Central <http://apcentral.collegeboard.com>
Association for Supervision and Curriculum Development <www.ascd.org>
Center for Performance Assessment <www.MakingStandardsWork.com>
Cooperative Council for Oklahoma School Administration (CCOSA) <www.ccosa.org>
Council of Chief State School Officers <www.ccsso.org>
Council for Exceptional Children <www.cec.sped.org>
Dynamic Indicators of Basic Early Learning (DIBELS) <www.dibels.uoregon.edu>
International Reading Association <www.reading.org>
Just For The Kids <www.just4kids.org>
National Association of Education of Young Children <www.naeyc.org>
National Association of Elementary School Principals <www.naesp.org>
National Association of Secondary School Principals <www.nassp.org>
National Council of Social Studies <www.ncss.org>
National Council of Teachers of English <www.ncte.org>
National Council of Teachers of Mathematics <www.nctm.org>
National Science Teachers Association <www.nsta.org>
National Staff Development Council <www.nsdc.org>
Oklahoma Association for Supervision and Curriculum Development <www.oascd.org>
Oklahoma Department of Career and Technology Education <www.okcareertech.org>

Oklahoma State Department of Education <http://sde.state.ok.us> for:
  Advanced Placement
  Curriculum Web sites
  District Improvement Toolkit
  *PASS*port II - online lesson planner aligned to *PASS*
  Priority Academic Student Skills – state academic content and process standards
  Professional Development Toolkit
  School Improvement Toolkit
  Test Blueprints for criterion-referenced tests and end-of-instruction tests
  Test and Item Specifications (sample test items)
Oklahoma State Regents for Higher Education <www.highered.org>
Oklahoma State School Boards Association <www.ossba.org>
What Works Clearinghouse <www.whatworks.ed.gov>

Oklahoma Essential Elements, Performance Indicators, Successful Strategies and Resources

Needs Assessment Checklist for the Nine Oklahoma Essential Elements of Effective Schools

Use these descriptors for the needs assessment checklist.

1	This element does not exist.
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3	Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4.	This element is evident at our school and we continually adjust the implementation plan to improve the element's impact on quality learning

Check the number in the boxes below that best describes your district or school.

Indicators	Oklahoma Essential Element 2: Academic Performance – Classroom Evaluation/Assessment The school faculty use multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. **Performance Expectations:** The school leader communicates both a focused mission to improve student achievement and a vision of the elements of school, curriculum, and instructional practices that make higher achievement possible.	1	2	3	4
2.1	**Multiple classroom assessments are frequent, rigorous, and aligned.** Multiple classroom assessments of student learning are frequent, rigorous, and aligned with *Priority Academic Student Skills (PASS)*.				
2.2	**Teachers collaborate in design of assessment.** Teachers collaborate in the design of authentic assessment tasks aligned with *PASS* and work to develop common formative assessments.				
2.3	**Students can articulate expectations and know requirements.** Students can articulate the academic expectations in each class and know what is required to be proficient.				
2.4	**Test scores are used to identify gaps.** Test scores are used to identify instructional and curriculum gaps.				
2.5	**Assessments provide meaningful feedback.** Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.				
2.6	**State standards are communicated and observable.** State standards are clearly communicated, evident in classrooms and observable in student work.				
2.7	***Priority Academic Student Skills (PASS)* are aligned with criterion-referenced tests and end-of-instruction tests at the school/state.** District leadership coordinates and monitors assessments administered at the district, site, and classroom levels to meet Oklahoma testing requirements and accommodations.				

Essential Elements and Performance Indicators are adapted from Kentucky State Department of Education Performance Standards and Indicators

Indicators	Oklahoma Essential Element 2: Academic Performance – Classroom Evaluation/Assessment The school faculty use multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. **Performance Expectations:** The school leader communicates both a focused mission to improve student achievement and a vision of the elements of school, curriculum, and instructional practices that make higher achievement possible.	1	2	3	4
2.8	**Student work is analyzed.** Student work is analyzed to target and revise instruction and curriculum, and obtain information on student progress.				

Successful Strategies for Oklahoma Essential Element 2

2.1 Multiple classroom assessments are frequent, rigorous, aligned.
- Design a wide range of frequent assessments aligned to *PASS* (Teacher should create at least one standards-based performance assessment each month.)
- Align teacher-created assessments to *PASS*.
- Provide *PASS* aligned assessments to include initial diagnostic testing, continuous progress monitoring, quarterly benchmark assessments, units of study, and rubric-evaluated assignments.

2.2 Teachers collaborate in design of assessment.
- Provide authentic assessments aligned with *PASS* that include teacher/student evaluation through portfolios demonstrating mastery and integration across content areas.
- Provide project-based learning activities aligned with *PASS*, designed by teacher/student collaborative efforts.
- Exchange student work with colleagues for review and collaborative evaluation at least once every two weeks.

2.3 Students articulate expectations and know requirements.
- Design content area rubrics that demonstrate student mastery of *PASS* with teacher and student collaboration.
- Collect data to monitor individual student progress frequently. Student-collected information may include data notebooks, learning logs, charts, graphs, and journals.
- Create a syllabus that identifies specific academic expectations and proficiency requirements.
- Provide opportunities for students to explain what proficiency means for any assignment.

2.4 Sites and districts use test scores to identify gaps.
- Analyze test scores from the criterion-referenced and end-of-instruction tests for the purpose of identifying strong and weak performance on specific objectives.
- Replicate strategies used for identified strength performance areas. Determine strategies needed in lesson plans for weak performance areas.
- Create *PASS* aligned curriculum goals that are **s**pecific, clearly stated, **m**easurable, **a**ttainable, **r**elevant to student achievement, and **t**ime bound (**SMART** goals).

2.5 Assessments provide meaningful feedback.
- Provide time for instructional staff and students to analyze the learning from multiple forms of classroom assessments.
- Provide immediate feedback to students from a variety of sources (e.g., faculty, peers, family members) on performances, projects, portfolios and papers and use the feedback to continuously strengthen future work.
- Provide opportunities for students to design ways to demonstrate learning based on multiple intelligences and preferred learning styles.

2.6   State standards are communicated and observable.
- Communicate *PASS* standards to parents – Oklahoma State Department of Education Web site<http:// sde.state.ok.us>.
- Communicate *PASS* standards to students daily by teachers' clear and consistent display of *PASS* standards and objectives.
- Display *PASS* objectives in each classroom and reference frequently.
- Provide Pocket *PASS* in core curriculum areas as a ready reference for teachers and for instructional leader classroom walkthroughs.
- Demonstrate student mastery of *PASS* through presentations, projects, portfolios, data notebooks, and rubric assessments.
- Communicate level of student mastery to parents through student-led conferences and progress reports.
- Display examples of proficient and exemplary student work throughout the classroom.
- Provide expectations of proficient work to students in advance.

2.7 *Priority Academic Student Skills (PASS)* are aligned with criterion-referenced tests and end-of-instruction tests at the school/state.
- Ensure district curriculum is aligned with *PASS* standards and objectives and Oklahoma criterion-referenced and end-of-instruction blueprints and test and item specifications (includes sample test items).
- Communicate comprehensive testing information to explain the purpose and ethical responsibilities of assessment to staff, students, parents, and community members.
- Communicate and provide testing accommodations for eligible students.

2.8   Student work is analyzed.
- Provide students meaningful, ongoing feedback to strengthen future performances (e.g., teacher/student interviews, student self evaluation, and student portfolios.
- Provide time for teachers and students to collaborate in order to analyze student work using performance descriptors (e.g., essay and project rubrics).
- Intervene with students based on analysis of Oklahoma performance descriptors.
- Revise curriculum and modify instructional strategies based on student performance data.

Oklahoma Essential Element 2: Academic Performance – Classroom Evaluation/ Assessment
Resources and Activities
Although there are many resources available for the individual school leader, the partners of this leadership initiative recommend that the following resources be explored:

Oklahoma Essential Element 2: Academic Performance – Classroom Evaluation/ Assessment
Books

Administrator's Guide – How to Support and Improve Mathematics Education in Your School, by Amy J. Mirra
All Kinds of Minds, by Mel Levine
Assessing Student Performance, by Judith Arter
Building Background Knowledge for Academic Achievement: Research on What Works in Schools, by Robert J. Marzano
Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano, J. Pickering and J.E. Pollock
Closing the Achievement Gap: A Vision for Changing Beliefs and Practices, by Belinda Williams
Collaborative Analysis of Student Work: Improving Teaching and Learning, by Georgea M. Langer, Amy B. Cotton, Loretta S. Goff

Curriculum Mapping: Charting the Course for Content, by Heidi Hayes Jacob
Data Analysis for Continuous School Improvement, by Victoria L. Bernhardt
Developing a Quality Curriculum, by Allan M.Glathorn
The Differentiated Classroom: Responding to the Needs of All Learners, by Carol Ann Tomlison
Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5, by Carol Ann Tomlinson and Caroline Cunningham Eidson
Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9, by Carol Ann Tomlinson and Caroline Cunningham Eidson
Dimensions of Learning, Series by Robert J. Marzano and Debra J. Pickering
Each and Every Child, by Susan Weston
Fifty Strategies for Teaching English Language Learners, by Adrienne Herrell and Michael Jordan
Getting Results with Curriculum Mapping, by Heidi Hayes Jacob
Grading and Reporting Student Learning, by Robert J. Marzano and Tom Guskey
A Handbook for Classroom Instruction That Works, by Robert Marzano, Jana S. Marzano and Debra J. Pickering
Helping Children Learn Mathematics, Jeremy Kilpatrick and Jane Swafford, Editors
How to Differentiate Instruction in Mixed Ability Classrooms, by Carol Ann Tomlinson
Leadership for Differentiating Schools and Classrooms, by Carol Ann Tomlinson and Susan Demirsky Allan
Leaving No Child Behind: 50 Ways To Close The Achievement Gap, by Lead Author and Editor, Carolyn J. Downey
Mapping the Big Picture: Integrating Curriculum and Assessment K-12, by Heidi Hayes Jacob
New Meaning of Educational Change, by Michael Fullan
Performance Assessment Series – Elementary School Edition, foreword by Douglas Reeves
Performance Assessment Series – Middle School Edition, foreword by Douglas Reeves
Power Standards: Identifying the Standards that Matter Most, by Larry Ainsworth
Professional Development in Learning-Centered Schools, by Sarah DeJarnette Caldwell, editor
Shaking Up the Schoolhouse, by Phillip Schlechty
So Each May Learn, Integrating Learning Styles and Multiple Intelligences, by Harvey F. Silver, Richard W. Strong, and Matthew J. Perini
Succeeding With Standards – Linking Curriculum, Assessment, and Action Planning, by Judy F. Carr and Douglas E. Harris
Teaching Children Who Struggle with Mathematics: A Systematic Approach to Analysis and Correction by Helen J. Sherman, Lloyd I. Richardson, and George J. Yard
Teaching What Matters Most – Standards and Strategies for Raising Student Achievement, by Richard W. Strong, Harvey F. Silver, and Matthew J. Perini
Transforming Classroom Grading, by Robert J. Marzano
Understanding by Design, by Grant Wiggins and Jay McTighe
Understanding by Design Professional Development Workbook, by Jay McTighe and Grant Wiggins
Visual Literacy: Learn to See, See to Learn, by Lynell Burmark
Walk-Through Rubrics Notepads, Ruby K. Payne
What Works in the Elementary Grades: Results-Based Staff Development, by Joellen Killion
What Works in the High School Grades: Results-Based Staff Development, by Joellen Killion
Working on the Work, Phillip C. Schlechty

Oklahoma Essential Element 2: Academic Performance – Classroom Evaluation/ Assessment
Videos and Online Opportunities

Assessing Student Performance, Judith A. Arter, developer
Balanced Assessment: Improving Student Achievement and Standardized Test Results, Tape1: A Comprehensive Approach, Tape 2: Using a Range of Assessment Tools, Tape 3: Reflective Assessments, Association for Supervision and Curriculum Development

Collaborating for High Standards: Analyzing Student Work (Guidebook and Video Set), by Trudy Schoneman
Examining Student Work, Tape 1: Improving Student Learning, Tape 2: The Tuning Protocol, Tape 3: Collaborative Analysis of Student Learning, Association for Supervision and Curriculum Development
How to Informally Assess Student Learning (video), <www.ascd.org>
Improving Instruction Through Observation and Feedback, (video) <www.ascd.org>
Just For The Kids Best Practices Self-Audit, <www.just4kids.org>
Maximizing Learning for English Language Learners, Association for Supervision and Curriculum, <www.ascd.org>
Meeting Standards and Raising Test Scores When You Don't Have Much Time Or Money (video), Ruby K. Payne and Donna S. Magee
National Staff Development Council Staff Development Assessment Inventory online, <www.nsdc.org>
Understanding by Design Online Courses, Association for Supervision and Curriculum Development
Using Classroom Assessment to Guide Instruction, Association for Supervision and Curriculum Development
What Works in Schools Online Survey, <www.whatworksinschools.org>

Oklahoma Essential Element 2: Academic Performance – Classroom Evaluation/ Assessment
Web Sites

Association for Supervision and Curriculum Development <www.ascd.org>
Dynamic Indicators of Basic Early Learning (DIBELS) <www.dibels.uoregon.edu>
Center for Performance Assessment <www.MakingStandardsWork.com>
Cooperative Council for Oklahoma School Administration (CCOSA) <www.ccosa.org>
Council of Chief State School Officers <www.ccsso.org>
Council for Exceptional Children <www.cec.sped.org>
International Reading Association <www.reading.org>
Just For The Kids <www.just4kids.org>
National Association of Education of Young Children <www.naeyc.org>
National Association of Elementary School Principals <www.naesp.org>
National Association of Secondary School Principals <www.nassp.org>
National Council of Social Studies <www.ncss.org>
National Council of Teachers of English <www.ncte.org>
National Council of Teachers of Mathematics <www.nctm.org>
National Science Teachers Association <www.nsta.org>
National Staff Development Council <www.nsdc.org>
Oklahoma Department of Career and Technology Education <www.okcareertech.org>
Oklahoma State Department of Education <http://sde.state.ok.us> for:
      Advanced Placement
      Curriculum Web sites
      *PASS*port II - online lesson planner aligned to *PASS*
      Priority Academic Student Skills – state academic content and process standards
      Professional Development Toolkit
      School Improvement Toolkit
      Test Blueprints
      Test and Item Specifications (sample test items)
Oklahoma State Regents for Higher Education <www.highered.org>
Oklahoma State School Boards Association <www.ossba.org>
What Works Clearinghouse <www.whatworks.ed.gov>

Oklahoma Essential Elements, Performance Indicators, Successful Strategies and Resources

Needs Assessment Checklist for the Nine Oklahoma Essential Elements of Effective Schools

Use these descriptors for the needs assessment checklist.

1	This element does not exist.
2	Some aspects of this element exist but they are not systemic.
3	Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4.	This element is evident at our school and we continually adjust the implementation plan to improve the element's impact on quality learning.

Check the number in the boxes below that best describes your district or school.

Indicators	**Oklahoma Essential Element 3: Academic Performance – Instruction.** The instructional program provided by school faculty actively engages all students by using effective, varied, and research-based practices to improve student academic performance **Performance Expectations:** The school leader recognizes and encourages implementation of instructional practices that best motivate and increase student achievement.	1	2	3	4
3.1	**Varied instructional strategies are used in all classrooms.** There is evidence that effective and varied instructional strategies are used in all classrooms.				
3.2	**Instructional strategies and activities are aligned with goals.** Instructional strategies and learning activities are aligned with *Priority Academic Student Skills (PASS)* learning goals and assessment expectations for student learning are communicated.				
3.3	**Strategies are monitored and aligned to address learning styles.** Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.				
3.4	**Teachers demonstrate content knowledge.** Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.				
3.5	**Teachers incorporate technology in their classrooms.** There is evidence that teachers incorporate the use of technology in their classroom.				
3.6	**Sufficient instructional resources are available.** Instructional resources are sufficient to effectively deliver curriculum.				
3.7	**Teacher collaborate to review student work.** Teachers examine and discuss student work collaboratively and use this information to inform their practice.				

Essential Elements and Performance Indicators are adapted from Kentucky State Department of Education Performance Standards and Indicators

Indicators	Oklahoma Essential Element 3: Academic Performance – Instruction The instructional program provided by school faculty actively engages all students by using effective, varied, and research-based practices to improve student academic performance. **Performance Expectations:** The school leader recognizes and encourages implementation of instructional practices that best motivate and increase student achievement.	1	2	3	4
3.8	**Homework is frequent, monitored and connected to instructional practice.** There is evidence that homework is frequent and monitored and connected to instructional practice.				

Successful Strategies for Oklahoma Essential Element 3

3.1 Varied instructional strategies are used in all classrooms.
- Design lesson plans to reflect varied instructional strategies.
- Provide professional development that focuses on scientifically based research instructional strategies.
- Provide classroom instruction that accommodates various learning styles and multiple intelligences.
- Monitor and modify instruction to meet diverse student needs.
- Provide classroom activities that require all students to use higher-order thinking and problem-solving skills.
- Provide instructional strategies that are student-centered and may include cooperative learning, problem-based learning, and hands-on activities.
- Provide interdisciplinary connections that provide relevant classroom instruction.

3.2 Instructional strategies and activities are aligned with goals.
- Align lesson plans and units of study with *Priority Academic Student Skills (PASS)*.
- Write syllabi to reflect learning activities and assessment expectations aligned with *PASS*.
- Design classroom assessments aligned with Criterion-Referenced Tests using Test Blueprints and Test Specifications (sample test items) available at <www.sde.state.ok.us>

3.3 Strategies are monitored and aligned to address learning styles
- Provide ongoing monitoring of instructional strategies and activities to ensure the effectiveness of the implementation of these strategies in meeting the diverse student needs.
- Design lesson plans and units of study address varied learning styles.

3.4 Teachers demonstrate content knowledge.
- Focus Windows on Curriculum on observation and feedback on instructional content.
- Document teacher education, certification, and professional learning in the content areas.
- Provide differentiated lesson plans that provide weekly and long range goals.

3.5 Teachers incorporate technology in their classrooms.
- Provide documentation of technology integration in lesson plans.
- Demonstrate the online lesson planner available through *PASS*port II <www.sde.state.ok.us>.
- Document evidence of use of technology with samples of student work (portfolios, student research).

3.6 Sufficient instructional resources are available.
- Develop budget based on instructional materials needed for all student subgroups.
- Inventory classroom and media center resources and determine student learning needs and teacher resource needs.

Successful Strategies for Oklahoma Essential Element 3

3.7 Teachers collaborate to review student work.
- Provide time and resources for horizontal and vertical grade level teams to plan.
- Provide opportunity for horizontal and vertical curriculum alignment teams to meet and plan.
- Provide collaboration time for English language learner teachers, special education teachers and regular classroom teachers to review student work at instructional staff team meetings.

3.8 Homework is frequent, monitored and connected to instructional practice.
- Align homework with lesson plan objectives.
- Address homework policies in student handbook and at parent-teacher conferences.
- Provide feedback to students on daily homework.

Oklahoma Essential Element 3: Academic Performance – Instruction
Resources and Activities
Although there are many resources available for the individual school leader, the partners of this leadership initiative recommend that the following resources be explored:

Oklahoma Essential Element 3: Academic Performance – Instruction
Books

Administrator's Guide – How to Support and Improve Mathematics Education in Your School, by Amy J. Mirra
All Kinds of Minds, by Mel Levine
Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano, J. Pickering and J.E. Pollock
Building Background Knowledge for Academic Achievement: Research on What Works in Schools, by Robert J. Marzano
Curriculum Mapping: Charting the Course for Content, by Heidi Hayes Jacob
Developing Minds: A Resource for Teaching Thinking, by Arthur L. Costa
Developing a Quality Curriculum, by Allan M. Glatthorn
The Differentiated Classroom: Responding to the Needs of All Learners, by Carol Ann Tomlison
Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5, by Carol Ann Tomlinson and Caroline Cunningham Eidson
Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9, by Carol Ann Tomlinson and Caroline Cunningham Eidson
Getting Results with Curriculum Mapping, by Heidi Hayes Jacob
Fifty Strategies for Teaching English Language Learners, by Adrienne Herrell and Michael Jordan
A Handbook for Classroom Instruction That Works, by Robert Marzano, Jana S. Marzano and Debra J. Pickering
Helping Children Learn Mathematics, Jeremy Kilpatrick and Jane Swafford, editors
How to Differentiate Instruction in Mixed Ability Classrooms, by Carol Ann Tomlinson
Implementing Student Led Conferences, by June M. Bailey and Thomas R. Gusky
Leadership for Differentiating Schools and Classrooms, by Carol Ann Tomlinson and Susan Demirsky Allan
Leaving No Child Left Behind: 50 Ways to Close the Achievement Gap, by Lead Author and Editor, Carolyn J. Downey
Looking Inside the Classroom – A Study of K-12 Mathematics and Science Education in the United States, by Iris R. Weiss, Joan D. Pasley, P. Sean Smith, Eric R. Banilower, Daniel J. Heck
Making Content Comprehensible for English Learners – the SIOP Model, by Jana Echevarria, Mary Ellen Vogt, and Deborah J. Short
Mapping the Big Picture: Integrating Curriculum and Assessment K-12, by Heidi Hayes Jacob

New Meaning of Educational Change, by Michael Fullan
Power Standards: Identifying the Standards that Matter Most, by Larry Ainsworth
Professional Development in Learning-Centered Schools, Sarah DeJarnette Caldwell, editor
Professional Learning Communities at Work, by Robert Eaker and Richard DuFour
Reason to Write, by Douglas Reeves
Scoring Rubrics In The Classroom, by Judith Arter and Jay McTighe
Succeeding With Standards – Linking Curriculum, Assessment, and Action Planning, by Judy F. Carr and Douglas E. Harris
Teaching Children Who Struggle With Mathematics: A Systematic Approach to Analysis and Correction, by Helen J. Sherman, Lloyd I. Richardson, and George J. Yard
Teaching Reading in the Content Areas: If Not Me, Then Who?, by Rachel Billmeyer and Mary Lee Barton
Teaching What Matters Most – Standards and Strategies for Raising Student Achievement, by Richard W. Strong, Harvey F. Silver and Matthew J. Perini
Understanding by Design, by Grant Wiggins and Jay McTighe
Understanding by Design Professional Development Workbook, by Jay McTighe and Grant Wiggins
Visual Literacy: Learn to See, See to Learn, by Lynell Burmark

Oklahoma Essential Element 3: Academic Performance – Instruction
Videos and Online Opportunities

Collaborating for High Standards: Analyzing Student Work (Guidebook and Video Set), by Trudy Schoneman
Just For The Kids Best Practices Self-Audit, <www.just4kids.org>
Maximizing Learning for English Language Learners, Association for Supervision and Curriculum <www.ascd.org>
Meeting Standards and Raising Test Scores When You Don't Have Much Time or Money (video), Ruby K. Payne and Donna S. Magee
National Staff Development Council Staff Development Assessment Inventory, <www.nsdc.org>
Surveys of Enacted Curriculum,
<http://www.ccsso.org/projects/Surveys_of_Enacted_Curriculum>
Understanding by Design Online Courses, Association for Supervision and Curriculum Development <www.ascd.org>
What Works in Schools Online Survey <www.whatworksinschools.org>

Oklahoma Essential Element 3: Academic Performance – Instruction
Web sites

Association for Supervision and Curriculum Development <www.ascd.org>
Center for Performance Assessment <www.MakingStandardsWork.com>
Cooperative Council for Oklahoma School Administration (CCOSA) <www.ccosa.org>
Council of Chief State School Officers <www.ccsso.org>
Council for Exceptional Children <www.cec.sped.org>
Dynamic Indicators of Basic Early Learning (DIBELS) <www.dibels.uoregon.edu>
International Reading Association <www.reading.org>
Just For The Kids <www.just4kids.org>
National Association of Education of Young Children <www.naeyc.org>
National Association of Elementary School Principals <www.naesp.org>
National Association of Secondary School Principals <www.nassp.org>
National Council of Social Studies <www.ncss.org>
National Council of Teachers of English <www.ncte.org>
National Council of Teachers of Mathematics <www.nctm.org>
National Science Teachers Association <www.nsta.org>
National Staff Development Council <www.nsdc.org>
Oklahoma Association for Supervision and Curriculum Development <www.oascd.org>

Oklahoma Department of Career and Technology Education >www.okcareertech.org>
Oklahoma State Department of Education <http://sde.state.ok.us> for:
> Advanced Placement
> Curriculum Web sites
> District Improvement Toolkit
> School Improvement Toolkit
> *PASS*port II - online lesson planner aligned to *PASS*
> *Priority Academic Student Skills* – state academic content and process standards
> Professional Development Toolkit
> School Improvement Toolkit
> Test Blueprints for criterion-referenced tests and end-of-instruction tests
> Test and Item Specifications (sample test items)

Oklahoma State Regents for Higher Education <www.highered,org>
Oklahoma State School Boards Association <www.ossba.org>
What Works Clearinghouse <www.whatworks.ed.gov>

Oklahoma Essential Elements, Performance Indicators, Successful Strategies and Resources

Needs Assessment Checklist for the Nine Oklahoma Essential Elements of Effective Schools

Use these descriptors for the needs assessment checklist.

1	This element does not exist.
2	Some aspects of this element exist but they are not systemic.
3	Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4.	This element is evident at our school and we continually adjust the implementation plan to improve the element's impact on quality learning.

Check the number in the boxes below that best describes your district or school.

Indicators	Oklahoma Essential Element 4: Learning Environment – School Culture The school/district leadership team functions as an effective learning community and supports a climate conductive to performance excellence. **Performance Expectations:** The school leader sets high expectations for all students to learn high-level content.	1	2	3	4
4.1	**Leadership support is provided for a safe, orderly environment.** There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits and school surveys).				
4.2	**Leadership beliefs and practices focus on high achievement for all students.** Leadership creates experiences that foster the belief that all children can learn at high levels and motivate staff to produce continuous improvement in student learning.				
4.3	**Teacher beliefs and practices focus on high achievement for all students.** Teachers hold high expectations for all students academically and behaviorally. Evidence of high expectations is in their practice.				
4.4	**Teacher and nonteaching staff are involved in decision-making.** Teachers and nonteaching staff are involved in both formal and informal decision-making processes related to teaching and learning.				
4.5	**Teachers accept their role in student successes or failures.** Teachers recognize and accept their professional role in student successes or failures.				
4.6	**Teacher assignments are based on their strengths.** The school intentionally assigns teachers to maximize opportunities for all students to have access to the teacher's instructional strengths.				

Essential Elements and Performance Indicators are adapted from Kentucky State Department of Education Performance Standards and Indicators

Indicators	Oklahoma Essential Element 4: Learning Environment – School Culture The school/district leadership team functions as an effective learning community and supports a climate conductive to performance excellence. **Performance Expectations:** The school leader sets high expectations for all students to learn high-level content.	1	2	3	4
4.7	**Teachers communicate student progress with parents.** Teachers communicate regularly with families about individual students' progress.				
4.8	**Teachers care about kids and inspire their best efforts.** There is evidence that the teachers and staff care about students and inspire their best efforts.				
4.9	**Multiple communication strategies are used to disseminate information.** Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.				
4.10	**Student achievement is valued and publicly celebrated.** There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work at assemblies).				
4.11	**Equity and diversity are valued and supported.** This school/district provides support for the physical, cultural, socioeconomic, and intellectual needs of all students, which reflects a commitment to equity and appreciation of diversity.				

Successful Strategies for Oklahoma Essential Element 4

4. 1 Leadership support is provided for safe, orderly environment.
- Review and revise school discipline policy annually based on data.
- Provide training for staff on how to prevent discipline problems or methods for handling discipline problems.
- Determine trends in the number and age of dropouts.
- Determine the effectiveness of the alternative programs for students in need of improving attendance and achievement.
- Prepare annual review and revision of student, parent, and staff handbooks.

4.2 Leadership beliefs and practices focus on high achievement for all students.
- Involve all staff in the development and application of school mission, belief, and vision statements.
- Create an annual professional development plan including specific goals, identified timeline, resources and evaluation.
- Design faculty meetings to focus on student academic achievement and collaborative scoring of student work.
- Schedule specific days for student achievement celebratory events.
- Align weekly and long range lesson plans to specific instructional goals.
- Examine progress toward identified benchmarks through review of multiple assessment data quarterly.

4.3 Teacher beliefs and practices focus on high achievement for all students.
- Align weekly and long range lesson plans to specific instructional goals.
- Provide students who do not meet academic standards immediate and decisive intervention, including mandatory tutoring and schedule adjustments.
- Use *Priority Academic Student Skills (PASS)* standards and objectives for all groups of

students.
- Establish consistent expectations across grade levels and content areas through team planning.
- Provide feedback and evaluation of student work in a timely manner.
- Post student performance for key standards monthly or quarterly noting the percentage proficient or higher tracked during the year.
- Use a variety of scientifically based research instructional strategies addressing specific learning needs and styles.

4.4 Teacher and nonteaching staff are involved in decision making.
- Involve all staff in development of school mission and vision and school planning committees.
- Use Organizational Health Inventory or Just for the Kids Best Practices Self-Audit to establish site and district profile including communication adequacy, cohesiveness, morale, problem-solving, goal focus and resource utilization.
- Review job descriptions as a team to define responsibilities.
- Provide Leadership Development Process professional development for all staff to establish common vision and appropriate strategies for school improvement.

4.5 Teachers accept their role in a student successes or failures.
- Survey student evaluations/surveys of teachers/classrooms
- Focus on mastery of *PASS* targeting all students.
- Analyze student assessment data with staff from other buildings, including grade levels above and below their current grade to determine appropriateness.
- Focus on intervention strategies for students not achieving at grade level..
- Design lesson plans that address appropriate modifications and interventions.
- Provide professional development focusing on successful intervention strategies for diverse subgroups including English language learners, special education students, specific racial and ethnic groups.

4.6 Teacher assignments are based on their strengths.
- Identify teacher strengths based on certification, experience and student success.
- Create master schedule to accommodate the needs of all students including additional time for students at risk of failing core content areas.
- Determine class rotations utilizing instructional strengths of staff.

4.7 Teachers communicate student progress with parents.
- Communicate student achievement results for students in danger of failure at least every week to parents.
- Identify a watch list of students in danger of failure.
- Establish a team approach, including parents to monitor and improve student performance.
- Communicate achievement results for students previously in danger of failure who are now demonstrating exceptional progress at least every week to parents.
- Create school and teacher Web pages including a message board option.
- Update phone and e-mail family contact information quarterly.
- Communicate student achievement results to parents with more information than letter grades.
- Make home visits, as appropriate, and use parent liaisons.
- Send test information to parents in a timely and understandable format.

4.8 Teachers care about kids and inspire their best efforts.
- Create student academic recognition programs.
- Showcase student academic success in the school's most prominent display areas (trophy cases, hallways, entryways).

- Support students in academic opportunities outside school setting.
- Survey and interview parents about student needs.
- Provide opportunities for students to exercise leadership.

4.9 Multiple communication strategies are used to disseminate information.
- Establish a school communications plan with teachers, students, parents, and community members.
- Provide written communication including announcements, resources, and student achievement data on district and site Web sites.
- Design faculty meeting agendas to communicate general announcements of activities in written form to allow more time for dialogue related to ways to improve student achievement.
- Write monthly school to home newsletter.
- Prepare weekly staff memo to celebrate successes, share information, make announcements.
- Create informational bulletin boards, exhibits, and displays throughout the school.
- Invite political leaders, business leaders, and community leaders for two-way exchange with faculty members, leaders, students, and parents.
- Communicate to community through multiple channels: Speaker's bureau of teachers, administrators, students, and parents; news releases of student and faculty success; publications created by students; publications created by teachers and leaders; television or radio broadcasts.

4.10 Student achievement is valued and publicly celebrated.
- Display student work through bulletin boards, exhibits, and displays.
- Share student achievement with radio, TV, and newspapers through press releases.
- Create and share videos of student performances.
- Invite parents, other teachers to student-led portfolio presentations.
- Provide recognition of academic achievements at school and outside school setting.
- Celebrate student achievement in assemblies and at community events.

4.11 Equity and diversity are valued and supported.
- Design personalized learning plan for each student that establishes specific goals and identifies specific plan to achieve goals.
- Provide differentiated instructional resources to meet the needs of diverse student population.
- Design learning to meet diverse student needs using universal design strategies.
- Implement instructional strategies designed for English language learners.
- Design challenging curricula and effective lesson plans that align with state standards, *Priority Academic Student Skills (PASS),* that meet the needs of all students.

Oklahoma Essential Element 4: Learning Environment – School Culture
Resources and Activities
Although there are many resources available for the individual school leader, the partners of this leadership initiative recommend that the following resources be explored:

Oklahoma Essential Element 4: Learning Environment – School Culture
Books

Assessing Educational Leaders, by Douglas B. Reeves
Breaking Ranks II: Strategies for Leading High School Reform, National Association of Secondary School Principals
Classroom Instruction That Works, by Robert Marzano, Debra Pickering and Jane E. Pollock

Classroom Management That Works: Research-Based Strategies for Every Teacher, by Robert Marzano with Jana S. Marzano and Debra J. Pickering
Closing the Achievement Gap: A Vision for Changing Beliefs and Practices, by Belinda Williams
Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, by Robert W. Cole
Enhancing Leadership Effectiveness – Strategies for Establishing and Maintaining Effective Schools, by Marvin Fairman and Leon McLean
Failure Is Not An Option, Six Principles That Guide Student Achievement in High-Performing Schools, by Alan M. Blankstein
The First Days of School, by Harry Wong
A Framework for Understanding Poverty, by Ruby Payne
Improving Schools Through Community Engagement, by Kathy Gardner Chadwick
The Leader's Guide to Standards – A Blueprint for Educational Equity and Excellence by Douglas B. Reeves
Leading Every Day, by Joyce S. Kaser, Susan Mundry, Katherine E. Stiles and Susan Loucks-Horsley
Leading in a Culture of Change, by Michael Fullan
Making School Improvement Happen with What Works in Schools: School-Level Factors: An ASCD Action Tool, by John L. Brown
Making School Improvement Happen with What Works in Schools: Teacher-Level Factors: An ASCD Action Tool, by John L. Brown
Making School Improvement Happen with What Works in Schools: Student-Level Factors: An ASCD Action Tool, by John L. Brown
Peer Coaching That Improves Instruction, by Dwight W. Allen, Alyce C. LeBlanc
Professional Learning Communities at Work, by Robert Eaker and Richard DuFour
Schools for the 21st Century, by Phillip Schlechty
Schools That Learn, by Peter Senge
Shaping School Culture: The Heart of Leadership, by Terence E. Deal and Kent D. Peterson
So Each May Learn, by Harvey F. Silver, Richard W. Strong, and Matthew J. Perini
Strengthening the Heartbeat, by Thomas J. Sergiovanni
Teaching Every Student in the Digital Age – Universal Design for Learning, by David H. Rose and Anne Mayer
Transforming Schools: Creating a Culture of Continuous Improvement, by Allison Zmuda, Robert Kuklis, and Everett Kline
Walk-Through Rubrics Notepads, by Ruby K.Payne

Oklahoma Essential Element 4: Learning Environment - School Cultures
Videos and Online Opportunities

Classroom Management That Works Series (Videotape and DVD), by Robert Marzano
Failure Is Not an Option: How High-Achieving Schools Succeed with All Students, featuring Rick DuFour, Michael Fullan and Mike Schmoker
Let's Talk About Professional Learning Communities (PLC): Getting Started: Mission, Vision, Values, Goals, Collaboration, Leadership, featuring Richard Dufour, Rober Eaker and Rebecca DuFour
Professional Learning Communities at Work – Best Practices for Enhancing Student Achievement (video), featuring Richard DuFour and Robert Eaker
What Works in Schools Series (Videotape and DVD), by Robert Marzano
Tape 1: School Factors
Tape 2: Teacher Factors
Tape 3: Student Factors

Oklahoma Essential Element 4: Learning Environment – School Culture
Web sites

Advancement Via Individual Determination <www.avidonline.org>
Association for Supervision and Curriculum Development <www.ascd.org>
Center for Performance Assessment <www.MakingStandardsWork.com>
Cooperative Council for Oklahoma School Administration (CCOSA) <www.ccosa.org>
Council of Chief State School Officers <www.ccsso.org>
Council for Exceptional Children <www.cec.sped.org>
A Framework for Understanding Poverty <www.ahaprocess,com>
International Reading Association <www.reading.org>
Just ForThe Kids<www.just4kids.org>
National Association of Education of Young Children <www.naeyc.org>
National Association of Elementary School Principals <www.naesp.org>
National Association of Secondary School Principals <www.nassp.org>
National Council of Social Studies <www.ncss.org>
National Council of Teachers of English <www.ncte.org>
National Council of Teachers of Mathematics <www.nctm.org>
National Science Teachers Association <www.nsta.org>
National Staff Development Council <www.nsdc.org>
Oklahoma Department of Career and Technology Education <www.okcareertech.org>
Oklahoma State Department of Education <http://sde.state.ok.us> for:
       Advanced Placement
       Curriculum Web sites
       District Improvement Toolkit
       *PASS*port II - online lesson planner aligned to *PASS*
       Priority Academic Student Skills – state academic content and process standards
       Professional Development Toolkit
       School Improvement Toolkit
       Test Blueprints
       Test and Item Specifications (sample test items)
Oklahoma State Regents for Higher Education <www.highered.org>
Oklahoma State School Boards Association <www.ossba.org>
Organizational Health Inventory <www.organizationalhealth.com>
Southern Regional Education Board Leadership Curriculum Modules
<www.sreb.org/main/Leadership/leadindex.asp>
What Works Clearinghouse <http://www.whatworks.ed.gov >

Oklahoma Essential Elements, Performance Indicators, Successful Strategies and Resources

Needs Assessment Checklist for the Nine Oklahoma Essential Elements of Effective Schools

Use these descriptors for the needs assessment checklist.

1	This element does not exist.
2	Some aspects of this element exist but it is not systemic.
3	Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4.	This element is evident at our school and we continually adjust the implementation plan to improve the element's impact on quality learning.

Check the number in the boxes below that best describes your district or school.

Indicators	Oklahoma Essential Element 5: Learning Environment – Student, Family and Community Support The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students. **Performance Expectations:** The school leader sets high expectations for all students to learn higher-level content. The school leader keeps everyone informed and focused on student achievement. The school leader makes parents partners in their student's education and creates a structure for parent and educator collaboration.	1	2	3	4
5.1	**Families and communities are active partners.** Families and the communities are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.				
5.2	**All students have access to all curriculum.** Structures are in place to ensure that all students have access to all the curriculum.				
5.3	**School provides organizational structure.** The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.				
5.4	**Student instructional assistance is provided outside of classroom.** Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.				
5.5	**Accurate student record keeping system provides timely information.** The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.				

Essential Elements and Performance Indicators are adapted from Kentucky State Department of Education Performance Standards and Indicators

Successful Strategies for Oklahoma Essential Element 5

5.1 Families and communities are active partners.
- Invite community to school events and celebrations.
- Facilitate parent liaison connections with the community.
- Align tutoring goals to *Priority Academic Student Skills (PASS)* and focus on achievement gaps.
- Create partnerships with businesses, colleges, and universities for student and teacher internships.
- Provide multiple ways for school to home communication (i.e., phone calls, notes, e-mails, grade reports, conferences, Web page).
- Create Web page to showcase academic success and to provide Frequently Asked Questions (FAQs) and answers.
- Establish service learning projects to connect students with the community.
- Provide school event calendars to local newspaper and on-site Web site.

5.2 All students have access to all curriculum.
- Provide student Individualized Education Program as appropriate.
- Provide alternative education plans to students as needed.
- Establish Title I schoolwide program plan.
- Provide additional instructional time, including but not limited to extended day (before, after, summer school) activities, double class periods for identified core classes, or year-round school option.
- Provide opportunity to participate in Advanced Placement (AP) courses to all students.
- Provide specific student support for AP classes.

5.3 School provides organizational structure.
- Establish specific procedures for enrollment that are clearly communicated to teachers, students, and parents.
- Establish and implement consistent procedures for purchases and budgets.
- Establish organizational chart and include defined roles and responsibilities of teams.
- Create technology plan that supports instruction.
- Create professional development plan.
- Create school improvement action plan with input from teachers, students, parents, and administrators using SMART goals, that is, specific, measurable, achievable, relevant, and time-bound.
- Identify Personal Adult Advocate for each student and create individual graduation plans beginning with eighth grade students.
- Create master schedule to provide structure and consistency in implementation of instruction.
- Create schoolwide discipline policy and specific classroom management plan.

5.4 Student instructional assistance is provided outside of classroom.
- Provide mandatory tutoring plan for students at risk of failing. The tutoring program is monitored continuously and parents are provided weekly progress reports.
- Provide extended day opportunities (before, after, summer school).
- Schedule cocurricular programs to support individual student interests and strengths.
- Design budget to focus on instructional resources to support all learners.
- Provide specific assistance for students with Individualized Education Programs (IEP).
- Create individual graduation plans with students and parents beginning in eighth grade.

5.5 Accurate student record keeping system provides timely information.
- Provide accurate transcripts available to students and parents.
- Update individual graduation plans annually to meet the specific student needs.
- Provide frequent monitoring of student academic records in order to provide timely intervention and support as needed for student success.

Successful Strategies for Oklahoma Essential Element 5
• Use district and site data system to provide accurate and timely student record keeping. • Issue progress reports after the beginning weeks of school so that support from adult advocates can be implemented immediately. • Update cumulative folders on a timely basis.

Oklahoma Essential Element 5: Learning Environment – Student, Family and Community Support
Resources and Activities
Although there are many resources available for the individual school leader, the partners of this leadership initiative recommend that the following resources be explored:

Oklahoma Essential Element 5: Learning Environment – Student, Family and Community Support
Books

Administrator's Guide – How to Support and Improve Mathematics Education in Your School, by Amy J. Mirra
All Kinds of Minds, by Mel Levine
Breaking Ranks II: Strategies for Leading High School Reform, National Association of Secondary School Principals
Building Learning Communities with Character: How to Integrate Academic, Social, and Emotional Learning, by Bernard Novick, Jeffrey S. Kress, and Maurice J. Elias
Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano, J. Pickering and J.E. Pollock
The Differentiated Classroom: Responding to the Needs of All Learners, by Carol Ann Tomlison
Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5, by Carol Ann Tomlinson and Caroline Cunningham Eidson
Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9, by Carol Ann Tomlinson and Caroline Cunningham Eidson
Enhancing Leadership Effectiveness – Strategies for Establishing and Maintaining Effective Schools, by Marvin Fairman and Leon McLean
Failure Is Not An Option, by Alan Bankstein
Fifty Strategies for Teaching English Language Learners, by Adrienne Herrell and Michael Jordan
A Framework for Understanding Poverty, by Ruby Payne
A Handbook for Classroom Instruction That Works, by Robert Marzano, Jana S. Marzano and Debra J. Pickering
Helping Children Learn Mathematics, Jeremy Kilpatrick and Jane Swafford, editors
How to Differentiate Instruction in Mixed Ability Classrooms, by Carol Ann Tomlinson
The Leader Guide to Standards, A Blueprint for Educational Equity and Excellence, by Douglas Reeves
Leadership for Differentiating Schools and Classrooms, by Carol Ann Tomlinson and Susan Demirsky Allan
Looking Inside the Classroom – A Study of K-12 Mathematics and Science Education in the United States, by Iris R. Weiss, Joan D. Pasley, P. Sean Smith, Eric R. Banilower, Daniel J. Heck
Making Content Comprehensible for English Learners – the SIOP Model, by Jana Echevarria, Mary Ellen Vogt, and Deborah J. Short
Professional Learning Communities at Work, by Robert Eaker and Richard DuFour
Schools for the 21st Century, by Phillip Schlechty
Schools That Learn, by Peter Senge
Succeeding With Standards – Linking Curriculum, Assessment, and Action Planning, by Judy F. Carr and Douglas E. Harris

Teaching Children Who Struggle With Mathematics: A Systematic Approach to Analysis and Correction, by Helen J. Sherman, Lloyd I. Richardson, and George J. Yard
Teaching Reading in the Content Areas: If Not Me, Then Who?, by Rachel Billmeyer and Mary Lee Barton
Teaching What Matters Most – Standards and Strategies for Raising Student Achievement, by Richard W. Strong, Harvey F. Silver and Matthew J. Perini
Understanding by Design, by Grant Wiggins and Jay McTighe
Understanding Learning, by Ruby Payne
Walk-Through Rubrics Notepads, by Ruby K. Payne

Oklahoma Essential Element 5: Learning Environment – Student, Family and Community Support
Videos and Online Opportunities

Collaborating for High Standards: Analyzing Student Work (Guidebook and Video Set), by Trudy Schoneman
How to Scaffold Instruction for Student Success (Video), Association for Supervision and Curriculum Development <www.ascd.org>
Just For The Kids Best Practices Self-Audit, <www.just4kids.org>
Maximizing Learning for English Language Learners, Association for Supervision and Curriculum Development <www.ascd.org>
Meeting Standards and Raising Test Scores When You Don't Have Much Time or Money (video), Ruby K. Payne and Donna S. Magee
National Staff Development Council Staff Development Assessment Inventory, <www.nsdc.org>
Surveys of Enacted Curriculum, <www.ccsso.org/projects/Surveys_of_Enacted_Curriculum>.
Teaching Students With Learning Disabilities in the Regular Classroom (video), Association for Supervision and Curriculum Development
Understanding by Design Online Courses, Association for Supervision and Curriculum Development <www.ascd.org>
What Works in Schools Online Survey <www.whatworksinschools.org>

Oklahoma Essential Element 5: Learning Environment – Student, Family and Community Support
Web sites

Association for Supervision and Curriculum Development <www.ascd.org>
Center for Performance Assessment <www.MakingStandardsWork.com>
Cooperative Council for Oklahoma School Administration (CCOSA) <www.ccosa.org>
Council of Chief State School Officers <www.ccsso.org>
Council for Exceptional Children <www.cec.sped.org>
International Reading Association <www.reading.org>
Just For The Kids <www.just4kids.org>
National Association of Education of Young Children <www.naeyc.org>
National Association of Elementary School Principals <www.naesp.org>
National Association of Secondary School Principals <www.nassp.org>
National Council of Social Studies <www.ncss.org>
National Council of Teachers of English <www.ncte.org>
National Council of Teachers of Mathematics <www.nctm.org>
National Science Teachers Association <www.nsta.org>
National Staff Development Council <www.nsdc.org>
Oklahoma Association for Supervision and Curriculum Development <www.oascd.org>
Oklahoma Department of Career and Technology Education <www.okcareertech.org>

Oklahoma State Department of Education <http://sde.state.ok.us> for:
 Advanced Placement
 Curriculum Web sites
 District Improvement Toolkit
 *PASS*port II - online lesson planner aligned to *PASS*
 Priority Academic Student Skills – state academic content and process standards
 Professional Development Toolkit
 School Improvement Toolkit
 Test Blueprints for criterion-referenced tests and end-of-instruction tests
 Test and Item Specifications (sample test items)
Oklahoma State Regents for Higher Education <www.highered.org>
Oklahoma State School Boards Association <www.ossba.org>
Organizational Health Inventory <www.organizationalhealth.com>
What Works Clearinghouse <www.whatworks.ed.gov>

Oklahoma Essential Elements, Performance Indicators, Successful Strategies and Resources

Needs Assessment Checklist for the Nine Oklahoma Essential Elements of Effective Schools

Use these descriptors for the needs assessment checklist.

1	This element does not exist.
2	Some aspects of this element exist but they are not systemic.
3	Our school has developed a strategy to address this element and we have made substantial progress towards implementation.
4.	This element is evident at our school and we continually adjust the implementation plan to improve the element's impact on quality learning.

Check the number in the boxes below that best describes your district or school.

Indicators	Oklahoma Essential Element 6: Learning Environment – Professional Growth, Development and Evaluation The school/district leadership team provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning. **Performance Expectations:** The school leader provides opportunities for research-based, results-driven professional development for staff and implements performance evaluation procedures in order to improve teaching and learning.	1	2	3	4
6.1	**Long term professional growth plans are written.** There is evidence of support for the long-term professional growth needs of the individual staff members both instructional and leadership growth.				
6.2	**There is a plan to build instructional capacity with on-going professional development.** The school has an intentional plan for building instructional capacity through on-going professional development.				
6.3	**Professional development is aligned with student performance goals.** Professional development priorities align with goals for student performance and the individual growth plans of staff.				
6.4	**School improvement goals are connected to student learning goals.** Plans for school improvement directly connect goals for student learning and the priorities for professional development.				
6.5	**Professional Development is on-going and job embedded.** Professional development is on-going and job embedded.				
6.6	**Professional Development is aligned to analysis of test data.** Professional development planning shows a direct connection to an analysis of student achievement data.				
6.7	**The school has a clearly defined evaluation process.** The school/district provides a clearly defined evaluation process.				
6.8	**The district and site leaders provide sufficient professional development resources.** Leadership provides the time resources and fiscal resources for professional growth.				

Essential Elements and Performance Indicators are adapted from Kentucky State Department of Education Performance Standards and Indicators

Indicators	Oklahoma Essential Element 6: Learning Environment – Professional Growth, Development and Evaluation The school/district leadership team provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning. **Performance Expectations:** The school leader provides opportunities for research-based, results-driven professional development for staff and implements performance evaluation procedures in order to improve teaching and learning.	1	2	3	4
6.9	**Employee evaluations and growth plans are used effectively.** The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.				
6.10	**The evaluation process meets or exceeds statutes.** Leadership provides and implements a process of personnel evaluations, which meet or exceed standards set in statute and regulations.				
6.11	**The needs of instructional leaders are addressed.** The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and to accomplish these goals.				
6.12	**District and site leaders provide evaluation follow-up and support.** Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.				

Successful Strategies for Oklahoma Essential Element 6

6.1 Long-term professional growth plans are written
- Align professional development goals to student assessment data.
- Provide professional development opportunities to meet faculty learning needs.
- Create learning cohorts (school, district, universities) to support personal long-term goals.

6.2 Building capacity with on-going Professional Development
- Create systemic, sustained professional development action plan.
- Provide opportunities for staff member discussions, interviews and support.
- Require individual growth plans from all staff.
- Create and support professional development committee.

6.3 Professional development is aligned with student performance goals
- Disaggregate data to determine student performance levels and provide professional development to address curriculum gaps.
- Use student achievement data to determine building professional development goals and action plans.
- Create district, site, and personal long-term professional development plan.

6.4 School improvement goals are connected to student learning goals
- Create specific, measurable, achievable, relevant time-bound (SMART) goals aligned to Adequate Yearly Progress benchmarks.
- Provide quarterly review of goals and student achievement data using multiple assessments based on *PASS*.

- Align long-term professional development goals with student performance.

6.5 Professional Development is on-going and job-embedded
- Dedicate school meeting times to analyzing student learning and implementing school vision.
- Utilize teachers, resource specialists, community partners and administrators to release classroom teachers for job-embedded professional development.
- Provide follow-up to professional development for effective implementation.
- Provide professional development, time and support for peer coaching (instructional coaches in content areas).
- Establish individual growth plans for each faculty member to include on-going, job-embedded professional development for individuals and teacher teams.

6.6 Professional Development is aligned to analysis of test data
- Disaggregate data to determine student performance levels and provide professional development to address achievement gaps.
- Create specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned to Adequate Yearly Progress benchmarks.
- Review goals and student achievement data quarterly using multiple assessments aligned to *PASS*.

6.7 School/District has clearly defined evaluation process
- Align evaluation procedures with state laws and guidelines.
- Provide pre- and post-observation conferences for effective feedback opportunities for teachers and administrators.
- Provide annual review and revision of evaluation process as needed by leadership team.
- Provide annual professional development for faculty on evaluation procedures.

6.8 District and site leaders provide sufficient Professional Development resources
- Focus on professional development systemic plan to effectively use annual budget.
- Provide professional development days and/or release time for training.
- Provide time and resources to support the work of the professional development committee.

6.9 Evaluations and growth plans effectively used
- Monitor and review individual growth plans.
- Provide use of staff surveys and staff interviews to determine effective implementation of growth plans.
- Implement Board of Education/district policies.

6.10 Evaluation process meets or exceeds statutes
- Establish a peer coaching and mentoring program.
- Use information from teacher portfolios to expand the evaluation process.
- Use individual growth plans as part of teacher portfolio.
- Meets or exceeds state laws and guidelines for the evaluation process.
- Provide support for teachers applying for National Board Certified Teacher certification.

6.11 Instructional leadership needs addressed
- Develop individual growth plans for leadership team based on multiple forms of data focusing on student achievement.
- Focus on professional development related to effective use of district/school budgets.
- Provide professional development days and release time for site leadership team.

Successful Strategies for Oklahoma Essential Element 6
6.12 Leadership provides evaluation follow-up and support • Teacher and administrator interviews • Samples of evaluations • Annual professional development on staff evaluation procedures • Peer coaching/mentoring • Providing meaningful feedback to teachers addressing evaluations

Oklahoma Essential Element 6: Learning Environment – Professional Growth, Development and Evaluation
Resources and Activities
Although there are many resources available for the individual school leader, the partners of this leadership initiative recommend that the following resources be explored:

Oklahoma Essential Element 6: Learning Environment – Professional Growth, Development and Evaluation
Books

Assessing Impact: Evaluating Staff Development, by Joellen Killion
By Your Own Design: A Teacher's Professional Learning Guide – National Staff Development Council
Collaborative Peer Coaching That Improves Instruction, by Dwight W. Allen and Alyce C. LeBlanc
Data Analysis for Comprehensive Schoolwide Improvement, by Victoria Bernhardt
Databases Can Help Teachers with Standards Implementation, by Victoria Bernhardt
Designing and Using Databases for School Improvement, by Victoria Bernhardt
Designing Professional Development for Teachers of Science and Mathematics, by Susan Loucks-Horsley, Nancy Love, Katherine E Stiles, Susan Mundry and Peter W. Hewson
Designs for Learning, by Paul V. Bredeson
Developing Learning Communities through Teacher Expertise, by Giselle O. Martin-Kniep
Evaluating Professional Development, by Thomas R. Guskey
A Facilitator's Guide To Professional Learning Teams: Creating On-The-Job Opportunities For Teachers To Learn and Grow, SERVE, 2005
Helping Teachers Learn – Principal Leadership for Adult Growth and Development, by Eleanor Drago-Severson
Learning Together – Leading Together, by Shirley M. Hord
Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations, by Patricia Roy and Shirley Hord
A New Vision for Staff Development, by Dennis Sparks and Stephanie Hirsh
Principal as Professional Development Leader – Building Capacity for Improving Student Achievement, by Phyllis H. Lindstrom and Marsha Speck
Principal-Centered Leadership, by Stephen R. Covey
Professional Development in Learning-Centered Schools, edited by Sarah DeJarnette Caldwell
Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement, by Richard DuFour and Robert Eaker
Reflective Practice to Improve Schools: An Action Guide for Educators, by Jennifer York-Barr, William A. Sommers, Gail S. Ghere and Jo Montie
Staff Development for Middle-Grades Reform, by Pat Benson, Dale Hair, Steve Helscher, Barbara Hunter-Cox, Barbara Moore, John Nori, Ron Williamson, and Peter Wilson
Student Achievement through Staff Development, B. Joyce and B. Showers
Supporting and Sustaining Teachers' Professional Development – A Principal's Guide, by Marilyn Tallerico
Understanding Learning, by Ruby K. Payne
Walk-Through Rubrics Notepads, by Ruby K. Payne
What Works in the Elementary Grades: Results-Based Staff Development, by Joellen Killion

What Works in the High School Grades: Results-Based Staff Development, by Joellen Killion
Whole-Faculty Student Groups: Creating Professional Learning Communities That Target Student Learning, by Carlene U. Murphy and Dale W. Lick

Oklahoma Essential Element 6: Learning Environment – Professional Growth, Development and Evaluation
Videos

Improving Instruction Through Observation and Feedback, Association for Supervision and Curriculum Development
National Staff Development Council Standards for Staff Development Assessment Inventory
Whole-Faculty Study Groups Video Kit – Collaboration Targeting Student Learning, by Carlene U. Murphy

Oklahoma Essential Element 6: Learning Environment – Professional Growth, Development and Evaluation
Web sites

Association for Supervision and Curriculum Development <www.ascd.org>
Center for Performance Assessment <www.MakingStandardsWork.com>
Cooperative Council for Oklahoma School Administration (CCOSA) <www.ccosa.org>
Council of Chief State School Officers <www.ccsso.org>
Council for Exceptional Children <www.cec.sped.org>
International Reading Association <www.reading.org>
Just For The Kids <www.just4kids.org>
National Association of Education of Young Children <www.naeyc.org>
National Association of Elementary School Principals <www.naesp.org>
National Association of Secondary School Principals <www.nassp.org>
National Council of Social Studies <www.ncss.org>
National Council of Teachers of English <www.ncte.org>
National Council of Teachers of Mathematics <www.nctm.org>
National Science Teachers Association <www.nsta.org>
National Staff Development Council <www.nsdc.org>
Oklahoma Association for Supervision and Curriculum Development <www.oascd.org>
Oklahoma Department of Career and Technology Education <www.okcareertech.org>
Oklahoma State Department of Education <http://sde.state.ok.us> for:
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    Curriculum Web sites
    District Improvement Toolkit
    *PASS*port II - online lesson planner aligned to *PASS*
    Priority Academic Student Skills – state academic content and process standards
    Professional Development Toolkit
    School Improvement Plan Toolkit
    Test Blueprints for criterion-referenced tests and end-of-instruction tests
    Test and Item Specifications (sample test items)
Oklahoma State Regents for Higher Education <www.highered.org>
Oklahoma State School Boards Association <www.ossba.org>
What Works Clearinghouse <www.whatworks.ed.gov>

Oklahoma Essential Elements, Performance Indicators, Strategies for Success and Resources

Needs Assessment Checklist for the Nine Oklahoma Essential Elements of Effective Schools

Use these descriptors for the needs assessment checklist.

1	This element does not exist.
2	Some aspects of this element exist but they are not systemic.
3	Our school has developed a strategy to address this element and we have made substantial progress towards implementation.
4.	This element is evident at our school and we continually adjust the implementation plan to improve the element's impact on quality learning.

Check the number in the boxes below that best describes your district or school.

Indicators	Oklahoma Essential Element 7: Efficiency - Leadership School/district leadership team make instructional decisions focusing on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, developing leadership capacity. **Performance Expectations:** The school leader creates both a focused mission to improve student achievement and a vision of the elements of school, curriculum, assessment, and instructional practices that make higher achievement possible.	1	2	3	4
7.1	**The school and district leadership team has developed a shared vision.** Leadership has developed and sustained a shared vision.				
7.2	**Leadership decisions are collaborative and data-driven.** Leadership decisions are focused on student academic performance and are data-driven and collaborative.				
7.3	**The leaders develop a professional development plan focused on effective skills.** There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.				
7.4	**The leadership team disaggregates data.** There is evidence that the school and district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.				
7.5	**The leadership team provides access to curriculum and data.** The leadership team ensures all instructional staff has access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for school.				
7.6	**The school leadership maximizes time effectiveness.** The school leadership ensures that time is protected and allocated to focus on curricular and instructional issues.				

Essential Elements and Performance Indicators are adapted from Kentucky State Department of Education Performance Standards and Indicators

Indicators	**Oklahoma Essential Element 7: Efficiency - Leadership** School/district leadership teams make instructional decisions focusing on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, developing leadership capacity. **Performance Expectations:** The school leader creates both a focused mission to improve student achievement and a vision of the elements of school, curriculum, assessment, and instructional practices that make higher achievement possible.	1	2	3	4
7.7	**The school and district leadership team provides resources, monitors progress and removes barriers to learning.** The leadership team plans and allocates resources, monitors progress, provides organizational infrastructure and removes barriers to sustain continuous school improvement.				
7.8	**The school and district leaders ensure a safe and effective learning environment.** The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.				
7.9	**The site and district leadership team develops effective school policies.** The site and district leadership team provides a process for the development and the implementation of school policy based on anticipated needs.				
7.10	**School policy has an intentional focus on student academic performance.** There is evidence that the school-based decision making policy has an intentional focus on student academic performance.				
7.11	**The principal has skills in academic performance, learning environment, and efficiency.** There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.				

Successful Strategies for Oklahoma Essential Element 7

7.1 The site and district leadership team has developed a shared vision.
- Develop mission, vision, and belief statement with all stakeholders.
- Articulate a coherent picture of what the school will look like when the shared vision is implemented into school processes and procedures.
- Develop comprehensive school improvement action plan with all stakeholders based on shared vision (include curriculum, instruction, assessment and environment).

　　Mission – brief, clear, compelling purpose statement that serves to unify an organization's efforts.
　　Vision –   specific description of what it will be like when the mission is achieved.

7.2 Leadership decisions are collaborative and data driven.
- Analyze data to make curriculum, assessment and professional development decisions.
- Use student performance data from multiple sources (demographics, student learning, and school processes) to determine need for interventions.
- Collaborate with all stakeholders engaged in the process of improving student achievement, including administrators, teachers, parents, students and community members.

- Link decisions to vision, mission and strategic priorities.
- Evaluate decisions for effectiveness and revise as necessary.

7.3 The leaders develop a professional development plan focused on effective skills.
- Create individual administrator professional development plans based on research-based assessment instrument (e.g., Organizational Health Inventory, Assessing Educational Leaders Evaluation survey, Classroom Instruction That Works survey, Just For Kids Best Practices self-audit).
- Create professional development portfolio to include goals, accomplishments and growth plan.

7.4 The leadership team disaggregates data.
- Use data to determine professional development systemic plan.
- Share student data with staff to collaboratively identify student academic needs.
- Determine curriculum interventions based on identified gaps in student achievement.
- Disaggregate data to determine gaps in the alignment of the written curriculum, the taught curriculum, the assessed curriculum and the learned curriculum (e.g., use Surveys of Enacted Curriculum).
- Align specific, measurable, achievable, relevant, time-bound (SMART) goals with Adequate Yearly Progress (AYP) performance targets and *No Child Left Behind Act of 2001* goals.

7.5 The leadership team provides access to curriculum and data.
- Share student achievement successes and failures based on local data analysis.
- Create *Data Walls* every week, every month, and/or every quarter to include disaggregated student achievement data that provides information for benchmarking and goal setting.
- Analyze data from state, district, and classroom assessments and determine student learning gaps.
- Design weekly and long-range lesson plans aligned to *PASS*.
- Focus on curricular gaps and curriculum needs based on student subgroup achievement.

7.6 The school leadership maximizes time effectiveness.
- Provide time and resources for teachers to accomplish horizontal and vertical team planning.
- Protect instructional time from unnecessary announcements, assemblies, or meetings.
- Provide daily team planning time.
- Monitor and review internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices to determine master schedule that ensures time effectiveness.
- Provide extended day (before, after, summer school) opportunities for student interventions.
- Utilize faculty meetings to review student work and to create data walls for analysis.

7.7 The school and district leadership team provide resources, monitors progress, and removes barriers to learning.
- Monitor improved student achievement using multiple indicators of student success.
- Allocate funds to support student achievement aligned to the school's vision, mission and belief statements.
- Review instructional programs, organizational practices and physical facilities of the school as needed.
- Ensure that all students have equal access to all parts of the school's curricular, co-curricular, and extracurricular programs (e.g., all students have access to the Advanced Placement Program).

7.8 The school and district leaders ensure a safe and effective learning environment.
- Provide and promote a climate for learning that is safe and orderly including Counselor Watch to identify students requiring specific support.
- Create a climate that provides rewards and incentives for appropriate behavior and academic achievement.
- Provide frequent progress reports and report cards for students and parents.
- Provide frequent parent and teacher communication about student progress including monthly student recognition, phone calls, progress reports, notification of school events including Parent Nights and home visits, as appropriate.
- Provide Mentor Parents Support Group, featuring monthly meetings designed to show parents how to support school efforts that support their children.
- Provide comprehensive school report card to all stakeholders online and paper copy. (District report cards available on the State Department of Education Web site <http://sde.state.ok.us>)

7.9 The site and district leadership team develops effective school policies.
- Involve all stakeholders in the process of developing schoolwide procedures that ensure academic and behavioral student progress.
- Involve all stakeholders in the process of developing schoolwide procedures that ensure efficient and effective daily operations.
- Disseminate established policies and procedures through faculty and student handbooks.
- Ensure policies and procedures are equitably enforced for all participants in the school.
- Review and revise school-wide policies based on stakeholder feedback, to provide a positive, safe, and orderly environment.

7.10 School policy has an intentional focus on student academic performance.
- Focus on student academic performance aligned to school mission, vision and belief statement.
- Assess frequently using classroom assessments, based on Oklahoma test blueprints and test and item specifications to determine mastery of *PASS*.
- Monitor student mastery of *PASS* using monthly data walls.
- Align budget to systemwide plan for improving student academic performance including professional development opportunities, interactive materials, and research-based programs.
- Provide teacher instructional focus aligned to *PASS*.
- Design instructional strategies to provide interventions and diverse learning styles.
- Create specific, measurable, achievable, rigorous, time-bound (SMART) goals aligned to performance targets for making Adequate Yearly Progress (AYP).
- Design professional development goals to promote student achievement.
- Provide technology plan that identifies use of technology to improve teaching and learning.

7.11 The principal has skills in academic performance, learning environment, and efficiency.
- Create comprehensive school improvement action plan aligned to student performance goals.
- Schedule frequent formal and informal classroom observations with immediate feedback.
- Implement curriculum walkthrough strategies throughout the year. (State Department of Education offers Windows on Curriculum training.)
- Provide organizational direction by scheduling opportunities for collaboration between and among horizontal and vertical teams.
- Provide opportunities for staff members to share best practices.
- Establish peer coaching, mentoring programs, and instructional coaches in core content areas.

Successful Strategies for Oklahoma Essential Element 7
• Engage staff in discussions regarding student academic achievement. • Organize action research groups and study groups.

Oklahoma Essential Element 7: Efficiency – Leadership
Resources and Activities
Although there are many resources available for the individual school leader, the partners of this leadership initiative recommend that the following resources be explored:

Oklahoma Essential Element 7: Efficiency – Leadership
Books

Accountability for Learning – How Teachers and School Leaders Can Take Charge, by Douglas B. Reeves
Analytic Processes for School Leaders, by Cynthia T. Richetti and Benjamin B. Tregoe
Assessing Educational Leaders, by Douglas B. Reeves
Beyond Discipline: From Compliance to Community, by Alfie Kohn
The Big Picture: Education Is Everyone's Business, by Dennis Littky with Samantha Grabelle
Built to Last, by James A. Collins and Jerry I. Porras
Classroom Instruction That Works, by Robert J. Marzano
Classroom Management That Works, by Robert J. Marzano
Data Analysis for Continuous School Improvement, by Victoria L. Bernhardt
Enhancing Leadership Effectiveness, Marvin Fairman and Leon McLean
Failure Is Not an Option – Six Principles That Guide Student Achievement in High-Performing Schools, by Alan M. Blankstein
Good to Great, by Jim Collins
Hidden Rules of Class at Work, Ruby K. Payne and Don L. Krabill
Improving Schools Through Community Engagement, by Kathy Gardner Chadwick
Instructional Leadership for School Improvement, by Sally J. Zepeda
The Leader's Guide to Standards, by Douglas B. Reeves
Leading Every Day, by Joyce S. Kaser, Susan Mundry, Katherine E. Stiles and Susan Loucks-Horsley
Leadership Capacity for Lasting School Improvement, by Linda Lambert
The Leadership Challenge, by James M. Kouzes and Barry Z. Posner
Leadership Development Process, Texas Leadership Center
Leadership for Differentiating Schools and Classrooms, by Carol Ann Tomlinson and Susan Demirsky Allan
Leadership for Learning: How to Help Teachers Succeed, by Carl D. Glickman
Living on a Tightrope: a Survival Handbook for Principals, by Bill Sommers and Ruby K. Payne
Powerful Leadership Development, by David H. Lepard and Alice G. Foster
The Principal as Professional Development Leader, by Phyllis H. Lindstrom and Marsha Speck
Professional Learning Communities at Work, by Richard DuFour and Robert Eaker
The Results Fieldbook: Practical Strategies from Dramatically Improved Schools, by Mike Schmoker
The Seven Habits of Highly Effective People, by Stephen R. Covey
The Three-Minute Classroom Walk-Through, by Carolyn J. Downey, Betty E. Steffy, Fenwick W. English, Larry E. Frase and William K. Poston, Jr.
Transforming Schools: Creating a Culture of Continuous Improvement, by Allison Zmuda, Robert Kuklis and Everett Kline
Understanding Learning, by Ruby K. Payne
Using Learning Time Effectively – Closing the Gap, Raising the Bar, National Association of Elementary School Principals and Educational Research Service
Walk-Through Rubrics Notepads, by Ruby K. Payne
What Great Principals Do Differently, by Todd Whitaker
What's Worth Fighting for in the Principalship, by Michael Fullan

Who Moved My Cheese, by Spencer Johnson

Oklahoma Essential Element 7: Efficiency – Leadership
Videos

Analytic Processes for School Leaders: An ASCD Action Tool (Video), Cynthia T. Richetti and
Benjamin B. Tregoe
Failure Is Not an Option: How High-Achieving Schools Succeed with All Students, featuring
Rick DuFour, Michael Fullan and Mike Schmoker
The Leadership-Learning Connection (video), featuring Douglas B. Reeves
*Professional Learning Communities at Work – Best Practices for Enhancing Student
Achievement (video),* featuring Richard DuFour and Robert Eaker
Standards Are Not Enough, Video Keynote Address, Douglas B. Reeves

Oklahoma Essential Element 7: Efficiency – Leadership
Web Sites

Association for Supervision and Curriculum Development <www.ascd.org>
Center for Performance Assessment <www.MakingStandardsWork.com>
Council of Chief State School Officers <www.ccsso.org>
Council for Exceptional Children <www.cec.sped.org>
International Reading Association <www.reading.org>
Just For The Kids<www.just4kids.org>
National Association of Education of Young Children <www.naeyc.org>
National Association of Elementary School Principals <www.naesp.org>
National Association of Secondary School Principals <www.nassp.org>
National Council of Social Studies <www.ncss.org>
National Council of Teachers of English <www.ncte.org>
National Council of Teachers of Mathematics <www.nctm.org>
National Science Teachers Association <www.nsta.org>
National Staff Development Council <www.nsdc.org>
Oklahoma Association for Supervision and Curriculum Development <www.oascd.org>
Oklahoma Department of Career Technology Education <www.okcareertech.org>
Oklahoma State Department of Education <http://sde.state.ok.us> for:
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     Curriculum Web sites
     District Improvement Toolkit
     *PASS*port II - online lesson planner aligned to *PASS*
     Priority Academic Student Skills – state academic content and process standards
     Professional Development Toolkit
     School Improvement Toolkit
     Test Blueprints
     Test and Item Specifications (sample test items)
Oklahoma State Regents for Higher Education <www.highered.org>
Oklahoma State School Boards Association <www.ossba.org>
Organizational Health Inventory <www.organizationalhealth.com>
Southern Regional Education Board Leadership Curriculum Modules
<www.sreb.org/main/Leadership/leadindex.asp>
What Works Clearinghouse <http://www.whatworks.ed.gov >

Oklahoma Essential Elements, Performance Indicators, Successful Strategies and Resources

Needs Assessment Checklist for the Nine Oklahoma Essential Elements of Effective Schools

Use these descriptors for the needs assessment checklist.

1	**This element does not exist.**
2	**Some aspects of this element exist but it is not systemic.**
3	**Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.**
4.	**This element is evident at our school and we continually adjust the implementation plan to improve the element's impact on quality learning.**

Check the number in the boxes below that best describes your district or school.

Indicators	**Oklahoma Essential Element 8: Efficiency – Organizational Structure and Resources** The school/district leadership is organized to maximize use of all available resources to support high student and staff performance. **Performance Expectations:** The school leader acquires and uses resources wisely for the purpose of student achievement. The school leader uses and organizes time in innovative ways to meet the goals and objectives of school improvement.	**1**	**2**	**3**	**4**
8.1	**The school and district maximize organization resources for achievement.** There is evidence the school is organized to maximize use of available resources to support high student and staff performance.				
8.2	**Master schedule provides all students access to all curriculum.** The master schedule reflects all students have access to the entire curriculum.				
8.3	**Staffing is based on student needs.** The instructional and noninstructional staff are allocated and organized based upon the learning needs of all students.				
8.4	**The staff use of instructional time is efficient in order to maximize learning.** There is evidence that the staff makes efficient use of instructional time to maximize student learning.				
8.5	**Vertical and horizontal team planning is focused on improvement plan.** Staff promotes vertical and horizontal team planning across content areas and grade configurations that is focused on the goals, objectives, and strategies in the improvement plan (e.g., common planning time for content area teachers, emphasis on learning time and not seat time, and integrated units).				
8.6	**Schedule is aligned with student learning needs.** The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., organization based on developmental needs of students, interdisciplinary units).				

Essential Elements and Performance Indicators are adapted from Kentucky State Department of Education Performance Standards and Indicators.

Indicators	Oklahoma Essential Element 8: Efficiency – Organizational Structure and Resources The school/district leadership team is organized to maximize use of all available resources to support high student and staff performance. **Performance Expectations:** The school leader acquires and uses resources wisely for the purpose of student achievement. The school leader uses and organizes time in innovative ways to meet the goals and objectives of school improvement.	1	2	3	4
8.7	**Resources are used equitably.** The school/district provides a clearly defined process (in accordance with the school allocation formula) to provide equitable and consistent use of fiscal resources.				
8.8	**Budget for discretionary funds is directed by an assessment of needs.** The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of needs or a required plan, all of which consider appropriate data.				
8.9	**Funds are aligned with school goals.** School leadership analyze funding and other resource requests to ensure the requests are connected to the school's plan and identified priority needs.				
8.10	**State and federal funds are allocated to align with school goals and data needs.** State and federal program resources are allocated and integrated (Safe Schools, Title I, etc.) to address student needs identified by the school/district.				

Successful Strategies for Oklahoma Essential Element 8

8.1 The school and district maximizes organization resources for achievement.
- Develop resource management policies and procedures that are clearly communicated, fully implemented, regularly reviewed and modified as needed.
- Develop a budget that allocates fiscal resources in order to maximize efforts that improve student achievement.
- Provide equitable allocation of resources (fiscal, human, physical, time) to encourage high student and staff performance.
- Augment school and district resources by taking advantage of external opportunities (e.g., Artist in Residence program to teach students specialized skills, community or university library, surplus materials from local industries).

8.2 Master schedule provides all students access to all curriculum.
- Provide equitable access to all classes regardless of cultural background, physical abilities, socioeconomic status or intellectual abilities.
- Provide sufficient courses for all students to meet the *Priority Academic Student Skills (PASS).*
- Provide alternative scheduling options to ensure that all students have equitable access to all classes.
- Design a master schedule to provide opportunities for students to access course offerings beyond the curriculum of the school (e.g., external partnerships developed with colleges and universities to offer courses for credit and/or dual credit including concurrent enrollment).

8.3 Staffing is based on student needs.
- Adopt policies and implement procedures to ensure that staff assignments are made to address specific student needs that are based on analysis of student performance data.
- Ensure teachers are certified to teach in their assigned areas and grade levels.
- Recruit teachers with multiple certifications to allow more flexibility in teaching assignments.
- Make classroom assignments to maximize opportunities for resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas.
- Assign and reassign instructional assistants to optimize implementation of programs and strategies and to meet learning needs of students.

8.4 The staff use of instructional time is efficient in order to maximize learning.
- Provide clerical and technological resources to teachers that enable them to more efficiently handle classroom management and organizational practices so that they may provide quality learning time.
- Research effective instructional time practices and make specific recommendations for adjustments to the school's schedule to maximize student learning.
- Structure classroom management and organizational practices to ensure that instructional use of class time is maximized.
- Adjust class schedule (e.g., varying class length, allowing additional time for project development), as appropriate, based on instructional needs.
- Ensure that programs that occur during instructional time (e.g., assembly programs, field trips) reinforce specific learning goals of students and occur at appropriate points in the curriculum.

8.5 Vertical and horizontal team planning is focused on improvement plan.
- Develop and implement a schedule that provides regular common team planning time by content area and grade level in order to provide staff time to collaborate.
- Use common team planning time to collaborate by content area and grade level to focus classroom instruction on the goals and objectives of the comprehensive school improvement action plan.
- Post lesson plans and curriculum maps in a shared online environment or other convenient way to promote horizontal and vertical team planning.
- Provide resources (time, space, people, money, materials) used to support teacher collaboration and team planning to meet the individual learning needs of students.

8.6 Schedule is aligned with student learning needs.
- Design master schedule so that maximum instructional time is available for staff members to provide quality instruction to accomplish the mission of the school and the district.
- Implement a variety of effective instructional strategies and provide extended time for learning to promote successful student performance (e.g., after school, summer school, night school).
- Provide for developmental needs and learning styles of students when arranging student schedules.

8.7 Resources are used equitably.
- Develop school budget policy and budgetary procedures to allocate funds to meet the identified needs of students.
- Publish school financial records that are understandable by school staff members and community.
- Establish a budget advisory and review committee.
- Post school financial records in a public venue (e.g., Web site).
- Provide teachers equitable access to fiscal resources to meet the identified needs of all students.

8.8 Budget for discretionary funds is directed by an assessment of needs.
- Provide policy and implement operational procedures for distribution of discretionary funds.
- Use discretionary funds to support the vision and mission statements of the school and provide directly for student needs as identified from appropriate data.
- Provide a research-based needs assessment for budget planning purposes with all staff members and other stakeholders.
- Establish a budget advisory committee with representation from all stakeholders.
- Establish efficient and organized operational budget procedures.

8.9 Funds are aligned with school goals.
- Align budget decisions with the action components of the comprehensive school improvement action plan.
- Monitor expenditures regularly and adjust as necessary to meet changing student needs.
- Integrate and expend funds in accordance with the comprehensive school and district improvement action plan.
- Provide budget decisions that are data driven, intentional and aligned with student performance goals.
- Collaborate with stakeholders in long-term financial planning to ensure that expenditures proactively meet the anticipated future needs of all students.

8.10 State and federal funds are allocated to align with school goals and data needs.
- Allocate funds to support identified student needs.
- Monitor and analyze expenditure of allocated funds frequently.
- Integrate revenue from multiple sources to maximize student achievement.
- Make budget decisions that are data driven, intentional and aligned with student performance goals.
- Engage representatives from all stakeholder groups in long-term financial planning to ensure that expenditures of revenue from multiple sources are leveraged to maximize student achievement.

Oklahoma Essential Element 8: Efficiency – Organizational Structure and Resources
Resources and Activities
Although there are many resources available for the individual school leader, the partners of this leadership initiative recommend that the following resources be explored.

Oklahoma Essential Element 8: Efficiency – Organizational Structure and Resources
Books

Accountability for Learning – How Teachers and School Leaders Can Take Charge, by Douglas B. Reeves
Assessing Educational Leaders, by Douglas B. Reeves
The Big Picture: Education Is Everyone's Business, by Dennis Littky with Samantha Grabelle
Breaking Ranks II: Strategies for Leading High School Reform, National Association of Secondary School Principals
The Breakthrough Strategy: Using Short-term Successes to Build the High Performance Organization, by Robert Schaffer
Building Capacity in Schools, by Linda Lambert
Built to Last, by James A. Collins and Jerry I. Porras
Classroom Instruction That Works, by Robert J. Marzano
Data Analysis for Continuous School Improvement, by Victoria L. Bernhardt
Enhancing Leadership Effectiveness, Marvin Fairman and Leon McLean
Failure Is Not an Option – Six Principles That Guide Student Achievement in High-Performing Schools, by Alan M. Blankstein

Good to Great, by Jim Collins
Instructional Leadership for School Improvement, by Sally J. Zepeda
The Leader's Guide to Standards, A Blueprint for Educational Equity and Excellence, by Douglas B. Reeves
Leading Every Day, by Joyce S. Kaser, Susan Mundry, Katherine E. Stiles and Susan Loucks-Horsley
Leadership Capacity for Lasting School Improvement, by Linda Lambert
Leadership Development Process, Texas Leadership Center
Leadership for Differentiating Schools and Classrooms, by Carol Ann Tomlinson and Susan Demirsky Allan
Living on a Tightrope: a Survival Handbook for Principals, by Bill Sommers and Ruby K. Payne
Professional Learning Communities at Work, by Richard DuFour and Robert Eaker
School Money Matters, A Handbook for Principals, by Pam J. Parker
Schools That Learn, by Peter Senge
The Three-Minute Classroom Walk-Through, by Carolyn J. Downey, Betty E. Steffy, Fenwick W. English, Larry E. Frase and William K. Poston, Jr.
Transforming Schools: Creating a Culture of Continuous Improvement, by Allison Zmuda, Robert Kuklis and Everett Kline
The 21st Most Powerful Minutes of a Leader, by John Maxwell
Understanding Learning, by Ruby K. Payne
Walk-Through Rubrics Notepads, by Ruby K. Payne
What Great Principals Do Differently, by Todd Whitaker
What's Worth Fighting for in the Principalship, by Michael Fullan
What's Worth Fighting for in Our Schools, by Michael Fullan

Oklahoma Essential Element 8: Efficiency – Organizational Structure and Resources
Videos and Online Opportunities

Failure Is Not an Option: How High-Achieving Schools Succeed with All Students, featuring Rick DuFour, Michael Fullan and Mike Schmoker
Professional Learning Communities at Work – Best Practices for Enhancing Student Achievement (video), featuring Richard DuFour and Robert Eaker

Oklahoma Essential Element 8: Efficiency – Organizational Structure and Resources
Web Sites

Advanced Placement Central <http://apcentral.collegeboard.com>
Association for Supervision and Curriculum Development <www.ascd.org>
Center for Performance Assessment <www.MakingStandardsWork.com>
Cooperative Council for Oklahoma School Administration (CCOSA) <www.ccosa.org>
Council of Chief State School Officers <www.ccsso.org>
Council for Exceptional Children <www.cec.sped.org>
International Reading Association <www.reading.org>
Just For The Kids<www.just4kids.org>
National Association of Education of Young Children <www.naeyc.org>
National Association of Elementary School Principals <www.naesp.org>
National Association of Secondary School Principals <www.nassp.org>
National Council of Social Studies <www.ncss.org>
National Council of Teachers of English <www.ncte.org>
National Council of Teachers of Mathematics <www.nctm.org>
National Science Teachers Association <www.nsta.org>
National Staff Development Council <www.nsdc.org>
Oklahoma Association for Supervision and Curriculum Development (OASCD) >www.oascd.org>
Oklahoma Department of Career and Technology Education <www.okcareertech.org>
Oklahoma State Department of Education <http://sde.state.ok.us> for:

Advanced Placement
Curriculum Web sites
District Improvement toolkit
Oklahoma Cost Accounting System (OCAS)
*PASS*port II - online lesson planner aligned to *PASS*
Priority Academic Student Skills – state academic content and process standards
Professional Development Toolkit
School Improvement Toolkit
Test Blueprints
Test and Item Specifications (sample test items)
Oklahoma State Regents for Higher Education ,www.highered.org>
Oklahoma State School Boards Association <www.ossba.org>
Organizational Health Inventory <www.organizationalhealth.com>
Southern Regional Education Board Leadership Curriculum Modules
<www.sreb.org/main/Leadership/leadindex.asp>
What Works Clearinghouse <http://www.whatworks.ed.gov >

Oklahoma Essential Elements, Performance Indicators, Successful Strategies and Resources

Needs Assessment Checklist for Nine Oklahoma Essential Elements of Effective Schools

Use these descriptors for the needs assessment checklist.

1	This element does not exist.
2	Some aspects of this element exist but it is not systemic.
3	Our school has developed a strategy to address this element, and we have made substantial progress towards implementation.
4.	This is a systemic element for our school and we continually adjust the implementation plan to improve its impact on quality learning.

Check the number in the boxes below that best describes your district or school.

Indicators	Oklahoma Essential Element 9: Efficiency – Comprehensive and Effective Planning The school/district leadership team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. **Performance Expectations:** The school leader uses data to initiate and continue improvement in school and classroom practices and student achievement.	1	2	3	4
9.1	**A collaborative process is used that engages the entire school community.** There is evidence that a collaborative process was used to develop the vision, beliefs, mission, and goals that engaged the school community as a community of learners.				
9.2	**The planning process involves collecting, managing, and analyzing data.** There is evidence the school/district planning process involves collecting, managing, and analyzing data.				
9.3	**Data is used for school improvement planning.** The school/district uses data for school improvement planning.				
9.4	**Plans reflect research-based expectations for learning.** School and district plans reflect learning research and current local, state, and national expectations for student learning and are reviewed by the planning team.				
9.5	**The school/district analyze student learning needs.** The school/district analyzes their students' unique learning needs.				
9.6	**Desired learning results are defined.** The desired results for student learning are defined.				
9.7	**Data is used to determine strengths and limitations.** Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.				

Essential Elements and Performance Indicators are adapted from Kentucky State Department of Education Performance Standards and Indicators

Indicators	Oklahoma Essential Element 9: Efficiency – Comprehensive and Effective Planning The school/district leadership team develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning. **Performance Expectations:** The school leader uses data to initiate and continue improvement in school and classroom practices and student achievement.	1	2	3	4
9.8	**School goals are defined.** The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.				
9.9	**School Improvement action steps are aligned with goals and objectives.** The action steps for school improvement are aligned with the school improvement goals and objectives.				
9.10	**The plan identifies resources, timelines and person responsible.** The plan identifies the resources, timelines, and persons responsible for carrying out each activity.				
9.11	**A process is established to effectively evaluate plan.** The means for evaluating the effectiveness of the improvement plan are established.				
9.12	**The plan is aligned with mission, beliefs, school profile, and desired results.** The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.				
9.13	**The plan is implemented as developed.** The plan is implemented as developed.				
9.14	**Evaluate the degree of student learning set by plan.** The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.				
9.15	**Evaluate degree of student performance specified in the plan.** The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.				
9.16	**There is evidence to sustain the commitment to continuous improvement.** There is evidence of attempts to sustain the commitment to continuous improvement.				

Successful Strategies for Oklahoma Essential Element 9
9.1 A collaborative process is used that engages the entire school community. • Draft and finalize the school's vision, mission, beliefs and goals statements with representative stakeholder groups reflecting the diversity of the school's learning community. • Present drafts of statements to the general public at open meetings, and encourage public comment for consideration prior to adoption. **9.2 The planning process involves collecting, managing, and analyzing data.** • Disaggregate and analyze school profile data and disseminate to all staff members who apply the implications of the data to instructional decision making.

- Establish and maintain a districtwide, state-of –the-art data management system that is also accessible throughout the district.
- Use analysis of trend data as a stimulus for improvement, rather than merely a snapshot of current conditions.
- Compare local data to similar and high performing schools to identify opportunity gaps.
- Use data analysis process for the identification of trends, projections, and correlations of data, as well as the identification of emerging issues to inform decision making at the school and classroom levels.

9.3 Data is used for school improvement planning.
- Use collected data to identify and prioritize areas of need for the comprehensive school improvement action plan.
- Provide data analysis through summaries and comparison graphs.
- Use trend data analysis as a stimulus for improvement, rather than merely a snapshot of current conditions.

9.4 Plans reflect research-based expectations for learning.
- Use the latest educational research that has implications for student learning for school improvement planning.
- Use specific, measurable, achievable, relevant, time-bound (SMART) goals aligned to Adequate Yearly Progress (AYP) benchmarks and No Child Left Behind (NCLB) goals.
- Align the *Priority Academic Student Skills* to the goals and objectives of the school improvement plan.
- Create action research teams and faculty study groups.

9.5 The school/district analyze student learning needs.
- Survey stakeholders for their ideas on the strengths and limitations of the school in meeting the unique learning needs of students.
- Analyze student performance data to identify students with unmet special learning needs and to identify achievement gaps within the student population as a whole.
- Plan professional development strategies for interventions for students not performing at grade level in reading and mathematics.
- Analyze the efforts identified for school improvement for effectiveness and efficiency.

9.6 Desired learning results are defined.
- Define desired results for student learning clearly and concisely in measurable terms and accompanied by benchmarks.
- Analyze mastery or non mastery of *PASS*.
- Provide the *Priority Academic Student Skills (PASS)* CD and/or Pocket *PASS* to parents, teachers, and administrators.
- Articulate the *PASS* standards and objectives to students daily.

9.7 Data is used to determine strengths and limitations.
- Review survey data to identify perceived strengths and limitations of the school to inform school improvement planning.
- Analyze additional data from multiple sources (student learning, demographics, school processes) to verify perceived strengths and limitations in the organizational and instructional areas of the school and to validate the goals of the comprehensive school improvement action plan.

9.8 School goals are defined.
- Identify school improvement goals that are validated against educational research and include the school's instructional and organizational activities.

- Identify specific, measurable, achievable, relevant and time-bound (SMART) goals focused on building the school's capacity for instructional and organizational effectiveness.

9.9 School Improvement action steps are aligned with goals and objectives.
- Focus on action components of the comprehensive school improvement plan with an intentional focus on closing achievement gaps among subgroups.
- Align the goals, objectives and activities of the comprehensive school improvement action plan.
- Integrate the goals, objectives and activities of the comprehensive school improvement plan into the practice of the school resulting in a culture of high achievement for all students.
- Validate activities in the comprehensive school improvement action plan against best practices of similar- and high-performing schools.

9.10 The plan identifies resources, timelines and person responsible.
- Establish timelines for the action components in the comprehensive school improvement action plan that are realistic and designed to have maximum impact on student achievement.
- Integrate all funding sources in the budget to support the plan.
- Identify adequate resources for all activities in the comprehensive school improvement action plan.
- Provide shared responsibilities for implementation of the action components of the comprehensive school improvement plan among staff members.

9.11 A process is established to effectively evaluate plan.
- Monitor the effectiveness of the activities of the comprehensive school improvement action plan.
- Analyze the data collected through implementation; do impact checks; and make appropriate modifications to the comprehensive improvement action plan.

9.12 The plan is aligned with mission, beliefs, school profile, desired results.
- Align the action components of the comprehensive school improvement action plan with the vision, mission, and belief statements.
- Provide for the students as life-long learners and enhance the instructional and organizational effectiveness of the school through the action components of the comprehensive school improvement action plan.

9.13 The plan is implemented as developed.
- Provide ongoing direction, support and resources for effective implementation of the comprehensive school improvement action plan.
- Involve all stakeholders in implementing the plan.

9.14 Evaluate the degree of student learning set by plan.
- Collect and analyze data in the areas targeted by the comprehensive school improvement action plan.
- Monitor individual student progress at regular intervals to evaluate the degree to which the goals of the plans are achieved.
- Analyze student achievement data through summaries, graphs, and reports.
- Validate the analysis of data against educational research and compare levels of student performance to those in similar and high-performing schools.

9.15 Evaluate degree of student performance specified in the plan.
- Compare levels of student performance at regular intervals to evaluate the degree to which the expected impact on classroom practice is achieved (e.g., use data walls of student progress).

- Validate analysis of data against educational research and compare levels of student performance to those in similar- and high-performing schools to establish a culture of high performance expectations into the practice of classrooms and the school. (Use data from the Just For the Kids Web site to determine opportunity gaps.)

9.16 There is evidence to sustain the commitment to continuous improvement.
- Provide reports to the school staff and other stakeholders as to the progress towards continuous improvement.
- Implement strategies that are relevant, appropriate, and based on scientific research and customized for school context, resulting in a high level of staff support and commitment.
- Celebrate and recognize accomplishments formally.
- Collect feedback from all stakeholders involved and make modifications to the plan as necessary.

Oklahoma Essential Element 9: Efficiency - Comprehensive and Effective Planning Resources and Activities
Although there are many resources available for the individual school leader, the partners of this leadership initiative recommend that the following resources be explored:

Oklahoma Essential Element 9: Efficiency - Comprehensive and Effective Planning Books

Assessing Impact: Evaluating Staff Development, by Joellen Killion
By Your Own Design: A Teacher's Professional Learning Guide – National Staff Development Council
Collaborative Peer Coaching That Improves Instruction, by Dwight W. Allen and Alyce C. LeBlanc
The Dance of Change, by Peter Senge
Data Analysis for Comprehensive Schoolwide Improvement, by Victoria Bernhardt
Databases Can Help Teachers with Standards Implementation, by Victoria Bernhardt
Designing and Using Databases for School Improvement, by Victoria Bernhardt
Designs for Learning, by Paul V. Bredeson
Developing Learning Communities through Teacher Expertise, by Giselle O. Martin-Kniep
Evaluating Professional Development, by Thomas R. Guskey
A Facilitator's Guide To Professional Learning Teams: Creating On-The-Job Opportunities For Teachers To Learn and Grow, SERVE, 2005
Failure Is Not An Option, by Alan M. Blasnkstein
Helping Teachers Learn – Principal Leadership for Adult Growth and Development, by Eleanor Drago-Severson
Leaving No Child Behind: 50 Ways to Close the Achievement Gap, by Carolyn J. Downey and editor
Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations, by Patricia Roy and Shirley Hord
Principal as Professional Development Leader – Building Capacity for Improving Student Achievement, by Phyllis H. Lindstrom and Marsha Speck
Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement, by Richard DuFour and Robert Eaker
Schools for the 21st Century, by Phillip Schlechty
The School Portfolio: A Comprehensive Framework for School Improvement, by Victoria Bernhardt
Understanding by Design, by Jay McTighe and Grant Wiggins
Understanding Learning, by Ruby K. Payne
Walk-Through Rubrics Notepads, by Ruby K. Payne
Whole-Faculty Student Groups: Creating Professional Learning Communities That Target Student Learning, by Carlene U. Murphy and Dale W. Lick
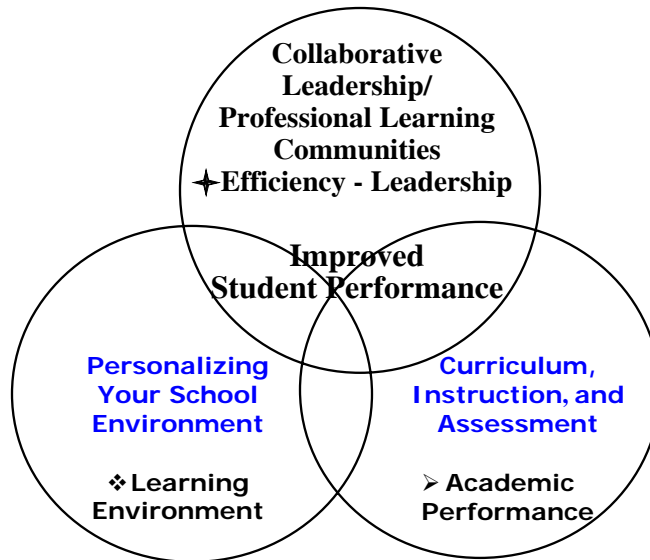
Oklahoma Essential Element 9: Efficiency - Comprehensive and Effective *Planning*
Videos and Online Opportunities

Improving Instruction Through Observation and Feedback, Association for Supervision and Curriculum Development (ASCD)
National Staff Development Council Standards for Staff Development Assessment Inventory
School Improvement Report Generator CD-ROM, Phi Delta Kappan
Understanding By Design Online Courses, by ASCD
Understanding By Design Video Series, by ASCD
Whole-Faculty Study Groups Video Kit – Collaboration Targeting Student Learning, by Carlene U. Murphy

Oklahoma Essential Element 9: Efficiency - Comprehensive and Effective Planning
Web sites

Advanced Placement Central <http://apcentral.collegeboard.com>
Association for Supervision and Curriculum Development <www.ascd.org>
Center for Performance Assessment <www.MakingStandardsWork.com>
Cooperative Council for Oklahoma School Administration (CCOSA) <www.ccosa.org>
Council of Chief State School Officers <www.ccsso.org>
Council for Exceptional Children <www.cec.sped.org>
International Reading Association <www.reading.org>
Just For The Kids <www.just4kids.org>
National Association of Education of Young Children <www.naeyc.org>
National Association of Elementary School Principals <www.naesp.org>
National Association of Secondary School Principals <www.nassp.org>
National Council of Social Studies <www.ncss.org>
National Council of Teachers of English <www.ncte.org>
National Council of Teachers of Mathematics <www.nctm.org>
National Science Teachers Association <www.nsta.org>
National Staff Development Council <www.nsdc.org>
Oklahoma Association for Supervision and Curriculum Development <www.oascd.org>
Oklahoma Department of Career and Technology Education <www.okcareertech.org>
Oklahoma State Department of Education <http://sde.state.ok.us> for:
    Advanced Placement
    Curriculum Web sites
    District Improvement Toolkit
    *PASS*port II - online lesson planner aligned to *PASS*
    Priority Academic Student Skills – state academic content and process standards
    Professional Development Toolkit
    School Improvement Plan Toolkit
    Test Blueprints for criterion-referenced tests and end-of-instruction tests
    Test and Item Specifications (sample test items)
Oklahoma State Regents for Higher Education <www.highered.org>
Oklahoma State School Boards Association <www.ossba.org>
Phi Delta Kappan <www.pdk.org>
What Works Clearinghouse <www.whatworks.ed.gov>

One Goal:
Improved Student Achievement

Collaborative Leadership/ Professional Learning Communities
✦**Efficiency - Leadership**

Improved Student Performance

Personalizing Your School Environment

❖ **Learning Environment**

Curriculum, Instruction, and Assessment

➢ **Academic Performance**

Oklahoma Nine Essential Elements
One Goal: Improved Student Achievement

➢ **Academic Performance:**
1. Curriculum
2. Classroom Evaluation/Assessment
3. Instruction

❖ **Learning Environment**
4. School Culture
5. Student, Family, and Community Support
6. Professional Growth, Development and Evaluation

✦ **Efficiency**
7. Leadership
8. Organizational Structure and Resources
9. Comprehensive and Effective Planning

Breaking Ranks II Recommendations in High School Renewal
One Goal: Improved Student Performance

Curriculum, Instruction and Assessment
Personalizing Your School Environment
Collaborative Leadership/Professional Learning Communities

Contact Persons

Title I, Part A: Helping Disadvantaged Children Meet High Standard
–School Improvement Schools (SIS)
Mary Pearson (405) 522-3253
Amber Polach (405) 522-3252
Ramona Coats (405) 522-0217
Scott Stieg (405) 522-4511

Title I: School Support Teams
Mary Pearson (405) 522-3253

Title I: Public School Choice
Mary Pearson (405) 522-3253

Title I, Part B, Subpart 1: Reading First
Susan Moore (405) 522-6826
Ngoc Huynh (405) 521-2371
Kristi Kretchmar (405) 522-6249
Raneé Foster (405) 522-5309
Andrea Wheeler (405) 522-5310

Title I, Part B, Subpart 3: Even Start/Homeless
Erin Clapper (405) 522-3251
Delana Smiley (405) 521-4513

Title I, Part C: Education of Migratory Children
Frank Rexach (405) 522-1935

Title I, Part D: Math/Neglected and Delinquent
Scott Stieg (405) 522-4511

Title I: Supplemental Education Services
Mary Pearson (405) 522-3253
Gary Hurst (405) 522-5110

Title II, Part A: Teacher and Principal Quality
Ramona Coats (405) 522-0217
Amber Polach (405) 522-3252

Title II, Part B: Mathematics and Science Partnerships
Delana Smiley (405) 521-4513

Highly Qualified Teachers including High Objective Uniform State Standard of Evaluation (HOUSSE)
Ramona Paul (405) 521-4311
Amber Polach (405) 522-3252

Paraprofessionals
Ramona Paul (405) 521-4311
Amber Polach (405) 522-3252

Title II, Part D: Educational Technology
Eric Hileman (405) 521-3994

Title III, Part A: Limited English Proficient
 Melissa McGavock (405) 521-3196

Title IV, Part A: Safe and Drug-Free Schools and Communities
Lisa Pryor (405) 522-0276
Gayle Jones (405) 521-2107

Title IV, Part B: 21st Century Community Learning Centers
Lisa Pryor (405) 522-0276
Melodie Fulmer (405) 522-0276

Title V, Part A: Innovative Programs
Leslie Hobson (405) 522-3260

Title VI, Part B: Rural Education Achievement Program (REAP)
– REAP FLEX
– Rural Low-Income School Grant Program
Gayle Castle (405) 522-3263

Title VII, Part A: Indian Education
Valeria Littlecreek (405) 522-1591

Title X, Part C: Education for Homeless Children and Youth
Erin Clapper (405) 522-3251
Delana Smiley (405) 521-4513

Office of Standards and Curriculum
Priority Academic Student Skills (PASS)
Cindy Koss (405) 521-4514
Jennifer Watson (405) 522-3521

    Core Academic Subjects
    -Arts *Glen Henry (405) 521-3034*
    -Language Arts *Cathy Douglas (405) 522-3522*
    -Mathematics *Kerri White (405) 522-3525*
    -Reading/Literacy *Penny Gooch (405) 521-2537*
    -Science *Jana Rowland (405) 522-3524*

-Social Studies *Kelly Curtright (405) 522-3523*
-World Languages *Desa Dawson (405) 521-3035*

Office of Accountability and Assessment

Oklahoma School Testing Program
–End-of-Instruction Criterion-Referenced High School Tests
–Criterion-Referenced Tests, Grades 3 – 8
Joyce DeFehr (405) 521-3577
Alysone Moore (405) 521-3341
Janine Hope (405) 521-3341

–National Assessment of Educational Progress
Melissa Jones (405) 521-3341

Academic Performance Index (API)
Jennifer Stegman (405) 522-6250
Karen Robertson (405) 521-3364

Adequate Yearly Progress (AYP)
Jennifer Stegman (405) 522-6250
Karen Robertson (405) 521-3364

Special Education Division
Misty Kimbrough (405) 521- 4873

Response to Intervention
Gail Priddy (405) 522-1464

Curriculum Access Resource Guide
Malissa Cook (405) 521-4858

Special Education Assessment
Malissa Cook (405) 521-4858