STANDARDS FOR THE EDUCATIONAL REVIEW OF

NEW BRUNSWICK SCHOOLS

1. School Climate

2. School Leadership

3. School Management

4. Management of Staff Performance

5. Partnerships with Parents

6. Growth and Improvement

7. Teaching and Learning

New Brunswick

SCHOOL NAME: _____

EDUCATIONAL REVIEW STANDARD 1A:
School Climate: *Behaviour Management, High Expectations, and Caring/Understanding*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Behaviour Management	❑ A set of behavioral expectations is not apparent in the school. ❑ Students and teachers are not clear on the rules. ❑ Students are often disorderly and non-compliant ❑ Bullying, harassment and intimidation occur frequently.	❑ There is a set of behavioral expectations. ❑ Many students are not clear on the rules. ❑ Many students are often non-compliant and disorderly. ❑ Bullying, harassment and intimidation occur frequently.	❑ There is a reasonable set of behavioral expectations which students are taught and are followed. ❑ Teachers are consistent in their expectations and in the application of consequences. ❑ Classes are orderly and students engaged in activities/instruction. ❑ Most students know the behavioral expectations. ❑ The school has a set of appropriate consequences and they are taught to the students. ❑ Not all students are clear on the consequences of misbehavior. ❑ Bullying, harassment and intimidation occur infrequently. ❑ Students feel safe.	❑ There is a reasonable set of behavioral expectations which students are taught and are followed. ❑ Teachers are consistent in their expectations and in the application of consequences. ❑ Classes are orderly and students engaged in activities/instruction. ❑ Most students know the behavioral expectations. ❑ The school has a set of appropriate consequences and they are taught to the students. ❑ Most students are clear on the consequences of misbehavior. ❑ Students are accountable to all teachers and support staff. ❑ Bullying, harassment and intimidation are rare. ❑ Students feel safe.	❑ There is a reasonable set of behavioral expectations which students are taught and are followed. ❑ Teachers are consistent in their expectations and in the application of consequences. ❑ All classes are orderly and all students engaged in activities/instruction. ❑ All students know the behavioral expectations. ❑ The school has a set of appropriate consequences and they are taught to the students. ❑ All students are clear on the consequences of misbehavior. ❑ All students are accountable to all teachers and support staff ❑ Bullying, harassment and intimidation are rare. ❑ All students feel safe.

LOOK FOR:

1. Evidence of students involved in developing class rules and code of conduct.
2. A school "Code of Conduct" that is in place and followed. *(LF19)*
3. Routines and programs that are established to ensure a safe and welcoming learning environment (welcoming signage, a visitor sign-in process, peer counseling/mediation, anti-bullying initiatives, *etc.*) *(LF19)*
4. A student handbook with Code of Conduct, expectations and consequences *etc.*
5. Classroom rules that are posted in the class and/or hallways.
6. Teacher movement around the room.
7. Student awareness of behavioral expectations.
8. Staff addressing misbehavior consistently and fairly.
9. Assemblies led by principal to review rules.
10. Professional development in the areas of learning style, multiple intelligences, grouping and regrouping.
11. The presence of teaming to ensure consistency, support, *etc.*

A. Evidence of communication with the home, i.e. newsletters, voice mail.
B. Evidence of inclusion for all partners (PSSC, teachers, parents, Home & School, students) in development of school community standards/expectations.
C. Celebration of successes vs. purely punitive discipline.
D. Analysis of hard data related to discipline issues leading to development of strategies, initiatives, *etc.*
E. All adults in the school modeling appropriate behaviour (courteous, punctual, respectful).
F. Evidence that staff has knowledge of the "motivators" for misbehaviour, i.e. attention seeking, power, fear of failure.
G. A student/teacher advising system. *(LF 13)*
H. Evidence that teachers are aided in developing and implementing strategies to meet the needs of students with challenging behaviours by collaborating with school psychologists, resources teachers and support services, health agencies and community education partners. *(LF5)*

EDUCATIONAL REVIEW STANDARD 1B:

School Climate: *Behaviour Management, High Expectations, and Caring/Understanding*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
High Expectations	❑ High expectations for student work are not actively or consistently promoted throughout the school.	❑ High expectations for student work are generally held for students.	❑ High expectations for student work are actively and consistently promoted by many teachers. ❑ Most teachers encourage and expect students to work diligently. ❑ Most students think it is important to do well in school.	❑ High expectations for student work are actively and consistently promoted throughout the school by many teachers. ❑ Teachers expect students to work diligently. ❑ Teachers give challenging work and expect work of high standards. ❑ Students think it is important to do well in school.	❑ High expectations are held for all students. ❑ Teachers expect all students to work diligently. ❑ Teachers give challenging work and expect work of high standards. ❑ Students think it is important to do well in school. ❑ Students feel they can do the work in class if they try.

There is a correlation between high expectations and test results.

LOOK FOR:

1. All staff using achievement data to inform instruction.
2. Displays of student work (variety, inclusion) and celebrations of academic achievements.
3. Teachers modeling "good work" for students.
4. Evidence that students and parents have a clear understanding of expectations.
5. Management of the learning environment which employs rules and expectations developed by students and teachers, and includes self and peer regulation. *(LF19)*
6. Instructional groupings which are varied, inclusive, and appropriate for the learning (multi-age, ability grouping, regrouping, cooperative and collaborative, guided. *(LF5)*
7. Special Education Plans provided to students with exceptionalities. *(LF5)*
8. Opportunities that support student learning, skills development and exploration in and out of school contexts. *(LF5)*
9. Learning expectations that are high for every student. *(LF9)*
10. Learning activities that provide the appropriate range of challenge and are linked to curriculum outcomes. *(LF9)*
11. Where appropriate, current and emergent technologies that are used at all learning levels in order to meet the instructional and developmental needs and interests of all students. *(LF9)*

A. Learning opportunities that are developmentally appropriate and based on curriculum outcomes. *(LF7)*
B. All students actively involved in classes.
C. Instructional and assessment strategies which show an awareness of multiple intelligences and learning styles.
D. School administrators supporting the implementation of new curricula through the provision of resources, in-service and discussion and planning at staff and team meetings. *(LF23)*
E. Learning opportunities that accommodate the physical, social, behavioural, and academic skills and needs of learners. *(LF5)*
F. Teaching strategies and learning environments that are flexible, varied and inclusive. *(LF5)*
G. Student Services support teams that are in place to help determine methodologies that best suit student skills and needs. *(LF5)*
H. Heterogeneous classes and an absence of long-term ability grouping, with the possible exception of grade 10 Mathematics and English Language Arts in the latter part of the year. *(LF7)*

EDUCATIONAL REVIEW STANDARD 1C:

School Climate: *Behaviour Management, High Expectations, and Caring/Understanding*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Caring And Understanding	❑ Students do not feel that teachers/staff care about their success. ❑ Students do not feel that teachers/staff help students who are having difficulty with learning.	❑ Students feel that some teachers/staff care about their success. ❑ Students feel some teachers/staff understand their feelings. ❑ Students feel some teachers/staff help students who are having difficulty with learning.	❑ Students feel that most teachers/staff care about their success. ❑ Students feel most teachers/staff understand their feelings. ❑ Students generally feel most teachers/staff listen to their point of view. ❑ Students feel most teachers/staff help students who are having difficulty with learning.	❑ Students feel that most teachers/staff care about their success. ❑ Students feel most teachers/staff understand their feelings. ❑ Students feel teachers/staff listen to and understand their point of view. ❑ Teachers/staff accept students for what they are and work with them. ❑ Students feel teachers/staff show students how to do things when they are having difficulty with learning.	❑ Students feel that all teachers/staff care about their success. ❑ Students feel all teachers/staff understand their feelings. ❑ Students feel teachers/staff listen to and understand their point of view. ❑ Teachers/staff accept students for what they are and work with them. ❑ All students feel they belong at this school. ❑ Students feel teachers/staff consistently show students how to do things when they are having difficulty with learning.

LOOK FOR:

1. Teachers using students' names.
2. Evidence of "knowing the students" (extra-curricular, outside interests, *etc.*).
3. Communication between students and teachers.
4. Interaction between students and teachers outside the boundaries of classroom.
5. A bright, welcoming entrance to school building.
6. Dispute resolution mechanisms (peer helpers, buddy system).
7. Opportunities for every student to participate and to be included in school activities. *(LF19)*
8. Students who appear interested and willing to take risks.

A. Activities going on in the school which provide a variety of opportunities for student involvement.
B. Evidence of school spirit clubs and student council.
C. Bulletin boards and other displays which are bright and colorful.
D. Evidence of community involvement, *i.e.* Christmas shoebox, food baskets/banks, entertaining at seniors' facilities, cancer walks, *etc.*
E. Opportunities where different age groups interact (elem. reading buddies).
F. Evidence of school volunteers being involved in school activities.

EDUCATIONAL REVIEW STANDARD 2A:
School Leadership: *Leadership Support, Shared Decision Making, and Teaching Feedback*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Leadership Support	❑ The principal cannot be approached to discuss issues and grievances. ❑ The principal appears insensitive to teachers' issues, and need for support.	❑ The principal can be approached sometimes to discuss issues and grievances. ❑ The principal is generally aware of the problems faced by teachers. ❑ The principal shows little sensitivity to teacher issues.	❑ The principal can be approached to discuss issues and grievances. ❑ The principal knows many of the problems faced by teachers. ❑ The principal shows sensitivity to teacher issues. ❑ The principal can often be relied upon to provide support when things get difficult.	❑ The principal can be approached to discuss issues and grievances. ❑ The principal knows many of the problems faced by teachers. ❑ The principal shows sensitivity to teacher issues. ❑ The principal can be relied upon to provide support when things get difficult. ❑ There is good communication between the principal and teachers.	❑ The principal can be approached to discuss issues and grievances. ❑ The principal knows the problems faced by teachers. ❑ The principal can be relied upon to provide support when things get difficult. ❑ The principal shows sensitivity to teacher issues. ❑ There is effective two-way communication between the principal and teachers.

LOOK FOR:

1. Visible and approachable administrators.
2. Teachers who are involved in the decision-making process but understand limits.
3. The presence of new initiatives/ideas/strategies that provide evidence that risk-taking is promoted.
4. The ability of the principal to deal with different types of personalities.
5. Celebration of staff achievements (recognition).
6. School administrators who willingly discuss and answer questions from members of staff and others in the education community about curriculum outcomes as they relate to subject matter. *(LF23)*
7. School administrators who offer staff members' opportunities to assume leadership roles. *(LF23)*
8. School administrators who help plan, participate in, and encourage staff to seek out and engage in professional development activities. *(LF23)*
9. School administrators who support and encourage collaboration and consultation among staff members and teams on a regular basis. *(LF23)*
10. School administrators who spend a significant portion of each school day working with teachers on curriculum planning, instruction, and assessment. *(LF23)*

A. School administrators who support the implementation of new curricula through the provision of resources, in-service, and discussion and planning at staff and team meetings. *(LF23)*
B. School administrators who solicit, welcome, and include input from teachers on matters relating to curriculum, discipline, scheduling, budget and the school improvement plan. *(LF23)*
C. School administrators who share with staff information from district and provincial offices. *(LF23)*
D. School administrators who welcome and employ feedback from teachers, students and parents. *(LF23)*
E. School administrators who develop effective means of communication with parents and the community (*e.g.*, talk mail, newsletters, medial use, and community information meetings). *(LF23)*
F. School administrators who provide leadership opportunities for students during class time and beyond. *(LF23)*
G. Administrators using e-mail regularly to communicate to staff members.
H. A school listserv which allows the staff to receive electronic notices and memos from administrators.

EDUCATIONAL REVIEW STANDARD 2B:

School Leadership: *Leadership Support, Shared Decision Making, and Teaching Feedback*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Shared Decision-Making	❑ Teachers do not have any participation in school decision-making process.	❑ There are few opportunities for the staff to participate in school decision-making.	❑ Teachers are asked to participate in decisions concerning many school policies. ❑ Teachers are generally encouraged to express their viewpoints.	❑ Teachers are asked to participate in decisions concerning most school policies. ❑ Most teachers feel free to express their views and opinions. ❑ Teacher feedback affects many administrative decisions.	❑ Teachers are asked to participate in decisions concerning all school policies. ❑ All teachers feel free to express their views and opinions. ❑ Teacher feedback affects most administrative decisions. ❑ Teachers are satisfied with the decision making process in the school.

LOOK FOR:

1. Regular staff meetings with an opportunity for staff input on agenda.
2. Active, ongoing committees examining and reporting on various issues.
3. Regular communication between teams and administration, a sense of team autonomy, a team sense of support from administrators (where instructional teams are present).
4. Full staff participation in the development of the school vision statement. *(LF21)*
5. The regular review and discussion of the school vision statement and clearly stated goals. *(LF21)*
6. School administrators who support and encourage collaboration and consultation among staff members and teams on a regular basis. *(LF23)*

A. The direct involvement of all professional and paraprofessional staff in student learning. *(LF13)*
B. Teachers who are able to help build and modify schedules to enable and accommodate learning purposes and needs. *(LF12)*
C. Student schedules which are determined by collaborative planning and learning goals rather than bell schedules. *(LF17)*
D. School administrators who solicit, welcome and include input from teachers on matters relating to curriculum, discipline, scheduling, budget and the school improvement plan. *(LF23)*

EDUCATIONAL REVIEW STANDARD 2C:

School Leadership: *Leadership Support, Shared Decision Making, and Teaching Feedback*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Teaching Feedback	❑ There are no processes at the school for providing feedback for teachers.	❑ There is an understood informal process at the school for providing feedback for teachers.	❑ There is an understood formal and informal process at the school for providing teachers feedback. ❑ Teachers receive feedback on their performance.	❑ A formal process at the school provides for regular teacher feedback. ❑ Teachers have opportunities to receive and discuss feedback on their performance. ❑ Teachers receive praise, thanks and other recognition.	❑ A formal process at the school provides for regular teacher feedback on their teaching. ❑ Teachers have opportunities to discuss and receive feedback on their performance. ❑ Teachers receive praise, thanks and other recognition. ❑ Teachers are satisfied with the quality of that feedback.

LOOK FOR:

1. Opportunities to discuss growth plans.
2. Some form of class observation routine with pre- and post- conferencing.
3. The presence of a mentoring program.
4. Some form of colleague interchange (class visits and sharing), peer coaching.
5. Team meetings.
6. Common planning time.
7. Professional development (school level) developed from identified needs.
8. Evidence that teachers cooperate by sharing staff expertise between and among subject areas and grade levels. *(LF15)*
9. School administrators who spend a significant portion of each school day working with teachers on curriculum planning, instruction and assessment. *(LF23)*
10. Administrators who make regular visits to classrooms for formal and informal purposes.

A. Teachers working together in a variety of collaborative teaching groupings include formal and informal teaming. *(LF13)*
B. Scheduling which facilitates opportunities for teams to meet regularly to share ideas and resources and to determine the best learning arrangements for students. *(LF13)*
C. The inclusion of support staff (such as: resource teachers, intervention workers, behavior mentors, guidance personnel, school psychologists, peer or adult tutors, native education workers, media/library personnel) in team or other collaborative planning meetings when applicable. (LF13)
D. School administrators who willingly discuss with and answer questions from members of staff and others in the education community about curriculum outcomes as they relate to subject matter, instructional practices and resources and school vision and goals. *(LF23)*

EDUCATIONAL REVIEW STANDARD 3A:

School Management: *Staff Interaction, Teacher Role, and Effective Discipline*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Staff Interaction	❑ Teachers do not take advantage of opportunities to work cooperatively with other teachers.	❑ Teachers occasionally take advantage of some opportunities to work cooperatively with other teachers. ❑ Teachers occasionally discuss teaching methods and strategies with colleagues.	❑ Teachers generally take advantage of many opportunities to work cooperatively with other teachers. ❑ Teachers frequently discuss teaching methods and strategies with colleagues.	❑ Teachers frequently take advantage of opportunities to work cooperatively with other teachers. ❑ Teachers frequently discuss teaching methods and strategies with colleagues. ❑ Teachers receive support from other teachers.	❑ Teachers take full advantage of opportunities to work cooperatively with other teachers. ❑ Teachers working cooperatively is the norm. ❑ Teachers frequently discuss teaching methods and strategies with colleagues. ❑ Teachers can rely upon colleagues for assistance and support. ❑ Teachers feel accepted by other staff members.

LOOK FOR:

1. Staff rooms which are welcoming and inviting for all.
2. General topics of discussion in the staff room.
3. Opportunities for all staff to come together–professional and social, secret pals, *etc.*
4. Evidence of participation on school committees.
5. Staff and team meetings: teacher generated agendas; time allotted for small group/large group discussion.
6. The level of participation/involvement in professional development activities—school and district.
7. Common planning time for teams.
8. Agendas and minutes of team meetings/SPR meetings.
9. Teachers working together in a variety of collaborative teaching groupings including formal and informal teaming. *(LF13)*
10. Scheduling which facilitates opportunities for teams to meet regularly to share ideas and resources and to determine the best learning arrangements for students. *(LF13)*
11. The inclusion of support staff (such as: resource teachers, intervention workers, behavior mentors, guidance personnel, school psychologists, peer or adult tutors, native education workers, media/library personnel) in team or other collaborative planning meetings when applicable. *(LF13)*
12. The regular sharing of ideas, innovations and strategies throughout all levels of the education community. *(LF25)*

A. Beginning teacher support at the school level.
B. Orientation for new staff members.
C. Planning processes that are inclusive (include non-teaching staff).
D. Study groups.
E. Focus groups.
F. Teacher led in-service.
G. Regular meetings with non-teaching groups in the school.
H. The layout of the learning environment, both classrooms and shared areas of the school, which is flexible and facilitates a variety of learning centers and activities. Equipment, materials and ideas are shared with other teachers. *(LF13)*
I. Principals who encourage the sharing of specialists and expertise with a school or district. *(LF15)*
J. Districts where there is sharing of teacher expertise through staff exchanges. *(LF15)*
K. Teachers cooperating by sharing staff expertise among and between subject areas and grade levels. *(LF15)*
L. Teachers communicating using NBED e-mail on a regular basis.

EDUCATIONAL REVIEW STANDARD 3B:

School Management: *Staff Interaction, Teacher Role, and Effective Discipline*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Teacher Role	❑ Teachers are not clear about their overall role in the school. ❑ Teachers are not clear about the expectations of parents.	❑ Teachers are generally clear about their overall role in the school. ❑ Teachers have a minimal understanding of their professional responsibilities. ❑ Teachers have minimal understanding of the expectations of parents.	❑ Teachers are clear about their overall role in the school. ❑ Teachers understand most of their professional responsibilities. ❑ Most teachers have a sense of parental expectations.	❑ Teachers are clear about their overall role in the school. ❑ Teachers have a clear understanding of their professional responsibilities. ❑ Teachers know how much authority they have. ❑ All teachers have a sense of parental expectations.	❑ Teachers are clear about their overall role in the school. ❑ Teachers have a clear understanding of their professional responsibilities. ❑ Teachers know how much authority they have. ❑ All teachers are clear about parental expectations.

LOOK FOR:

1. The level of participation in professional development opportunities.
2. A willingness to serve on committees, *i.e.* school, district, province.
3. Frequency and type of teacher/ home communication.
4. Teacher acceptance of the responsibility to ensure that school rules and policies are adhered to by all students.
5. Teachers who have a current professional growth plan.
6. Teachers actively pursuing the development of a professional portfolio.
7. Teachers staying current with best practices and evidence of it in their classrooms.
8. Situations where teacher leadership is common.
9. Situations where teachers are involved in defining their role in the school.

A. Provision for parental input – surveys, meet-the-teacher, and curriculum nights.
B. School handbook for all staff, consistent with district/provincial guidelines.
C. Staff leadership in professional development inside/outside of home school (*e.g.* pilot projects, enrichment projects, heritage fairs).
D. Situations where teachers are able to help build and modify schedules to enable and accommodate learning purposes and needs. *(LF17)*
E. Situations where members of staff are committed to their roles, know their roles in, and work toward the realization of the school vision and goals. *(LF21)*

EDUCATIONAL REVIEW STANDARD 3C:
School Management: *Staff Interaction, Teacher Role, and Effective Discipline*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Effective Discipline	❑ There is no agreed upon set of expectations on student behavior.	❑ There is a generally agreed upon set of expectations on student behavior. ❑ Students are not aware of consequences relating to misbehavior. ❑ Teachers are not aware of consequences relating to misbehavior. ❑ Students experiencing behavioral difficulties are not assisted.	❑ There is a generally agreed upon set of expectations on student behavior. ❑ Consequences relating to misbehavior are generally understood by teachers and students. ❑ Teachers are aware of and apply consequences relating to misbehavior. ❑ Students experiencing behavioral difficulties are identified and assisted.	❑ There is an agreed upon set of expectations on student behavior. ❑ Consequences relating to misbehavior are well understood by teachers and students. ❑ Teachers consistently apply consequences relating to misbehavior. ❑ Teachers' expectations about behavior are consistent. ❑ Students experiencing behavioral difficulties are consistently identified and assisted. ❑ Students feel the rules are fair.	❑ There is an agreed upon set of expectations on student behavior. ❑ Consequences relating to misbehavior are well understood by all teachers and students. ❑ Teachers consistently apply consequences relating to misbehavior. ❑ Teachers' expectations about behavior are the same. ❑ There is a process in place to actively identify students at risk of experiencing behavioral difficulties. ❑ All students experiencing behavioral difficulties are consistently identified and assisted. ❑ Students feel the rules are fair.

LOOK FOR:

1. Evidence of clear and consistent expectations (posted throughout school, parents informed).
2. A code of conduct developed by staff, students and parents.
3. Students who are courteous.
4. The tracking of the frequency of types of discipline incidents and suspensions; trends that show a reduction.
5. The tracking of the frequency and types of consequences; trends that show a reduction.
6. The presence of intervention programs.
7. Staff awareness of various approaches to discipline.
8. Behavior plans for students who do not meet behavioral expectations.
9. Rules that are enforced equitably.

A. Walls that are free of graffiti; degree of vandalism is minimal.
B. Quality of interaction between adults and students.
C. Collaboration among staff – school team.
D. Collaboration with district support.
E. Students and staff working cooperatively to develop class rules and consequences.
F. Management of the learning environment employing rules and expectations developed by students and teachers and include self and peer regulation. *(LF19)*
G. A variety of teaching strategies employed to address learning styles.

EDUCATIONAL REVIEW STANDARD 4A:

Staff Performance: *Goal Agreement, School Morale, and Professional Development*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Goal Agreement	❑ Staff does not have, or is not aware of, school goals. ❑ There is little or no apparent agreement among staff members on achieving school goals.	❑ Staff has limited knowledge of school goals. ❑ There is moderate agreement among staff members on achieving school goals.	❑ Staff is aware of and understands school goals. ❑ There is general agreement among staff on achieving school goals. ❑ Goals of the school match the teachers' goals. ❑ School goals show an awareness of current knowledge in education.	❑ Staff is aware of and understands school goals. ❑ Staff has participated in the development of some school goals. ❑ There is strong agreement among staff on achieving school goals. ❑ The goals are easily understood. ❑ Goals of the school match the teachers' goals. ❑ There is general agreement among teachers about teaching philosophy. ❑ School goals show an awareness of current knowledge in education.	❑ Staff is aware of and understands school goals. ❑ Staff has collaboratively developed school goals. ❑ There is strong agreement among staff on achieving school goals. ❑ The goals are easily understood. ❑ Goals of the school match the teachers' goals. ❑ There is general agreement among teachers about teaching philosophy. ❑ School goals are consistent with current knowledge in education.

LOOK FOR:

1. A clear vision designed collaboratively, posted in a public place (maybe on letterhead).
2. The presence of a school improvement plan/process.
3. Evidence of staff participation in school improvement planning.
4. The use of data to determine school improvement plan and professional development.
5. The presence of a school-based professional development committee.
6. Staff who are able to articulate vision and goals.
7. Situations where a school staff meets regularly to review provincial curricula and determine possible connections across subject areas and grades. *(LF7)*
8. All professional and paraprofessional staff in the building directly involved with student learning. *(LF13)*
9. The presence of strategies with timelines to meet the school goals.
10. The presence of successful teaming involving shared philosophy.

A. Congruency between teacher/school goals.
B. Curriculum newsletters and outcomes that are posted.
C. Processes where the school helps new staff members become familiar with and discuss the goals of the school. *(LF21)*
D. Situations where teachers model the underlying meta-cognitive strategies involved in learning the concepts being taught (awareness, perception, reasoning, judgment). *(LF5)*
E. Processes where the vision statement is regularly reviewed and revisited; goals are set and easily understood. *(LF21)*
F. Processes where the school vision statement and goals are communicated to and shared by members of the local education community, and regularly reviewed and discussed with them. *(LF21)*

EDUCATIONAL REVIEW STANDARD 4B:

Staff Performance: *Goal Agreement, School Morale, and Professional Development*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
School Morale	❑ Staff is not enthused about working in the school.	❑ Staff is moderately enthused about working in the school. ❑ Staff room usually has a friendly atmosphere.	❑ Staff is generally enthused about working in the school. ❑ Staff room usually has a healthy atmosphere. ❑ Most staff takes pride in the school and its accomplishments.	❑ Staff is enthused about working in the school. ❑ Staff room usually has a healthy atmosphere. ❑ Staff takes pride in the school and its accomplishments. ❑ There is good team spirit in the school.	❑ Staff is enthused about working in the school. ❑ Staff room usually has a healthy atmosphere. ❑ Staff takes pride in the school and its accomplishments. ❑ There is good team spirit in the school. ❑ Morale in the school is high.

LOOK FOR:

1. Adherence to time of arrival/departure.
2. Positive interaction between adults/students.
3. Minimal absenteeism by students and teachers.
4. Teacher involvement with committees.
5. Topics of discussion in staff room.
6. Laughter/humor.
7. Low frequency of requests for transfer out/in.
8. Pleasant, clean, inviting appearance of staff room and school.
9. High frequency of staff attendance at extra/co-curricular and social activities.
10. High frequency of participation in professional development.
11. Staff recognition for contributions, achievements, wellness.

A. Teachers recognizing student achievements (and vice versa).
B. Teachers recognizing teacher achievements, special events.
C. Recognition and display of current student work and achievements of many kinds. *(LF19)*
D. Time regularly spent on team-building activities for both teachers and students. *(LF19)*
E. Staff members demonstrating positive attitudes and enthusiasm for their work. They model professionalism in ethics, language and appearance. *(LF25)*
F. Regular recognition of positive student involvement in school life (academic, cultural, social, athletic) and in the community. *(LF19)*
G. Regular recognition of teachers for their contributions to school and community life (teacher to teacher, "Way To Go" awards, teacher appreciation nights). *(LF19)*

EDUCATIONAL REVIEW STANDARD 4C:

Staff Performance: *Goal Agreement, School Morale, and Professional Development*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Professional Development	❑ Professional development opportunities are not available. ❑ Professional development opportunities are not encouraged.	❑ Professional development opportunities are limited. ❑ Some staff is encouraged to take professional development.	❑ Professional development opportunities are available to all staff. ❑ Staff is encouraged to take professional development. ❑ Teachers take an interest in other staff's professional development.	❑ Professional development opportunities are available to all staff. ❑ Staff is encouraged and expected to take professional development. ❑ Staff takes an interest in other staff's professional development. ❑ Professional development takes into account personal/individual professional needs.	❑ Professional development opportunities are available to all staff. ❑ Staff is encouraged and expected to take professional development. ❑ Staff takes an interest in other staff's professional development. ❑ Professional development takes into account personal/individual professional needs. ❑ Staff is developing new skills. ❑ Staff is identifying professional development opportunities.

LOOK FOR:

1. The presence of a professional development committee at the school and involvement with NBTA committees.
2. PD which reflects goals/needs of school improvement plan.
3. Use of school funds/discretionary days to send teachers to relevant PD.
4. Situations where staff members, individually and collegially, regularly seek out and participate in both formal and informal professional growth activities. *(LF25)*
5. Situations where the province, districts and school offers a wide range of organized professional growth opportunities such as lunchtime and supper PD sessions, workshops, summer institutes, committee work, school-based professional development sessions by teachers, school psychologists and other resources persons. *(LF25)*
6. Processes where staff members frequently visit each other's teaching environments. *(LF25)*
7. Regular sharing throughout all levels of the education community of successful innovations, ideas and strategies. *(LF25)*
8. Situations where staff members design and accomplish personal growth plans and keep professional portfolios. *(LF25)*
9. Situations where Teacher's Working Condition money is directed toward PD.
10. PD at staff meetings.
11. The effective dissemination of PD info (bulletin board in staff room).
12. Professional activities which reflect ongoing educational research and anticipate staff professional growth needs that may stem from that research. *(LF27)*
13. Situations where districts share teacher expertise through staff exchanges. *(LF15)*

A. Situations where school administrators help plan, participate in and encourage staff to seek out and engage in professional development activities. *(LF23)*
B. Situations where school administrators support and encourage on a regular basis collaboration and consultation among staff members and teams. *(LF23)*
C. Situations where a staff development plan is in place and focuses on preparing staff to meet the individual learning needs of all students. *(LF25)*
D. Situations where staff members take advantage of other organized opportunities offered for professional growth such as distance education, conferences (local, provincial, national, international), university courses, and school visitations. *(LF25)*
E. Situations where professional journals, books and articles are regularly provided, read, exchanged and discussed. *(LF25)*
F. Staff members who demonstrate positive attitudes and enthusiasm for their work. They model professionalism in ethics, language and appearance. *(LF25)*
G. Evidence of a beginning teacher-mentoring program.
H. Situations where further certification and continuing professional development are encouraged and facilitated by all levels of the education community (leadership initiative, principal's certificates, transfers, secondments). *(LF27)*
I. The use of current and emergent technologies at all learning levels in order to meet instructional and developmental needs and interests d of all students, where appropriate. *(LF9)*
J. School administrators who help plan, participate in, and encourage staff to seek out and engage in professional development activities. *(LF23)*
K. Situations where teacher knowledge of subject area is up-to-date and enhanced by ongoing student and professional development. *(LF7)*

EDUCATIONAL REVIEW STANDARD 5A:

Partnerships With Parents: *Achievement Reporting, Communication with Parents/Guardians and Parent/Community Participation*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Achievement Reporting	❑ The school does not have a comprehensive system to inform parent/guardians on student achievement and attendance.	❑ The school has some semblance of a system to inform parents/guardians about achievement. ❑ The school provides some helpful information on student attendance and behaviour.	❑ The school provides helpful information on student attendance, behaviour and progress. ❑ Parents/guardians know that teachers use a variety of different methods to evaluate student learning.	❑ The school provides helpful information on student attendance, behaviour and progress. ❑ Parents/guardians know that teachers use a variety of different methods to evaluate student learning. ❑ Parent-teacher conferences focus on students' achievement.	❑ The school provides helpful information on student attendance, behaviour and progress. ❑ Parents/guardians know that teachers use a variety of different methods to evaluate student learning. ❑ Parent-teacher conferences focus on students' achievement. ❑ Parent-teacher conferences result in specific plans on how parents can help their children.

LOOK FOR:

1. The use of curriculum maps/annual plans.
2. Student/teacher conferencing on student achievement.
3. Parent/teacher conferences on student achievement.
4. Student led conferences.
5. Parental awareness of assessment rubrics and methods of assessment.
6. Parental awareness of their role with homework tasks.
7. Judgments about student achievement that are based on a wide variety and combination of assessment data. Specific examples include portfolios, performance assessment, conferencing, interviews, projects, labs, presentations, critiques, artistic interpretations, student peer and self-assessment, journals, oral defense, testing, observation and work samples. *(LF11)*
8. Reporting of assessment results to both students and parents that is clear, meaningful and frequent. *(LF11)*
9. Use of the electronic report card.
10. The report card comment section completed by all teachers.

A. Situations where students and teachers develop rubrics, indicators and performance levels. References to learning outcomes are seen in teacher plans and in the learning environment. Students are aware of and can speak to the activities used to achieve each outcome. *(LF11)*
B. A reduced emphasis on tests and exams. They should constitute only one of many summative options used to determine a student's achievement. *(LF11)*
C. School administrators who develop effective means of communication with parents and the community (*e.g.*, talk mail, newsletters, media use, community information meetings). *(LF23)*

EDUCATIONAL REVIEW STANDARD 5B:

Partnerships With Parents: *Achievement Reporting, Communication with Parents/Guardians and Parent Community Participation*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Communication with Parents/Guardians	❑ Information to parents/guardians is often not complete, accurate or timely. ❑ There is minimal understanding between PSSC members and the principal as to the role of the PSSC. ❑ Homework expectations are vague.	❑ Information to parents/guardians is usually complete, accurate and timely. ❑ There is some understanding between PSSC members and the principal as to the role of the PSSC. ❑ Homework expectations are somewhat defined and supported by some teachers and some parents/guardians.	❑ Information to parents/guardians is usually complete, accurate and timely. ❑ The role of the PSSC is clearly understood by its members and the principal. ❑ Homework expectations are clearly defined and supported by all teachers and most parents/guardians.	❑ Information to parents/guardians is complete, accurate and timely. ❑ The role of the PSSC is clearly understood by its members and the principal. ❑ Homework expectations are clearly defined and supported by all teachers and most parents/guardians.	❑ Information to parents/guardians is complete, accurate and timely. ❑ The role of the PSSC is clearly understood by its members and the principal. The PSSC actively participates in the school improvement planning process. ❑ Homework expectations are clearly defined and supported by all teachers and all parents/guardians.

LOOK FOR:

1. Consistent reference to curriculum maps/annual plans.
2. Student led conferences.
3. Parents/guardians who are aware of assessment rubrics and what methods of assessment are used.
4. Parents/guardians who are aware of their role with homework tasks.
5. Teachers giving assignments that have choices which reflect what we know about individual learning styles and multiple intelligences. *(LF5)*
6. School administrators who develop effective means of communication with parents and the community (*e.g.* talk mail, newsletters, media use, and community information meetings). *(LF 23)*

EDUCATIONAL REVIEW STANDARD 5C:

Partnerships With Parents: *Achievement Reporting, Communication with Parents/Guardians and Parent/Community Participation*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Parent/Community Participation	❑ Parents/guardians have minimal access to staff or none at all.	❑ Parents/guardians have access to some staff members.	❑ Parents/guardians have access to staff members. ❑ Parents/guardians have access to the principal who is willing to listen to their concerns.	❑ Parents/guardians have access to staff members. ❑ Parents/guardians have access to administrators who are willing to listen to their concerns. ❑ The school takes parental concerns seriously. ❑ There is community involvement in learning activities.	❑ Parents have access to staff members. ❑ Parents have access to administrators who are willing to listen to their concerns. ❑ The school takes parental concerns seriously. ❑ The activities of the parents/community support the school's goals. ❑ There is a high level of community involvement in learning activities.

LOOK FOR:

1. Visible and accessible parents and volunteers.
2. The presence of an active PSSC.
3. Methods of support for teachers from the PSSC.
4. Methods of support for students from the PSSC.
5. The presence of active parent committees.
6. The presence of an active home and school association.
7. Concrete evidence of parent volunteers (numbers and frequency of commitment)
8. "Room" parents who are in place to assume responsibility for communication.

A. School and community frequently working together to participate in problem solving and school climate improvement. *(LF19)*
B. Beneficial partnerships with parents and community organizations that help students achieve curriculum outcomes. *(LF5)*
C. The presence of programs to welcome parents and actively involve them in the life of the school. *(LF19)*
D. Teachers who are involved in "Grassroots Projects" (currently or recently).
E. External funding to support student learning.

EDUCATIONAL REVIEW STANDARD 6A:

Growth and Improvement: *Collection and Analysis of Data, Planning, and Policies and Guidelines*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Collection and Analysis of Data	❑ The collection of data for analysis of school achievement results is not systematic. ❑ The collection of data for analysis is usually managed by the principal.	❑ Collection of data is moderately comprehensive. ❑ Some teachers have input but data analysis is primarily managed by the principal.	❑ Collection of data is organized. ❑ Most staff members are involved in analysis of data. ❑ Analysis considers school characteristics, achievement results and perceptual data.	❑ Collection of broad-based data is determined and analyzed by full staff. ❑ Student performance data is broken down for more thorough analysis involving teams. ❑ A comparison is made of what students should know compared to achievement and perceptual data.	❑ Collection of data is determined and analyzed by full staff. ❑ Student performance data is broken down for more thorough analysis by teams. ❑ A comparison is made of what students should know compared to achievement and perceptual data. ❑ Teachers move from reflecting on student work to reflecting on their own professional practices.

LOOK FOR:

1. Evidence that provincial and district assessments are utilized to provide additional information on student achievement. *(LF11)*
2. Evidence of the use of assessment to inform daily planning, instructional differentiation, long and short-term curriculum plans, and school improvement plans. *(LF11)*
3. Evidence of a school improvement plan complete with necessary components.
4. Evidence of a school improvement planning committee. How was school improvement plan created?.
5. Evidence of a strategic plan.
6. Annual plans/curriculum maps.
7. The frequency of school improvement plan discussions among staff (number of meetings).
8. Tools such as learning styles inventories and individual learning styles profiles which are employed to collect information about learner preferences and strengths. *(LF5)*
9. Evidence that students and teachers develop rubrics, indicators and performance levels. *(LF11)*
10. References to learning outcomes in teacher plans and in the learning environment. *(LF11)*
11. Students who are aware of and can speak to the activities used to achieve each outcome. *(LF11)*

A. Evidence of the school report card.
B. Teachers who make changes to instructional practice as a result of analysis update.
C. Judgments about student achievement that are based on a wide variety and combination of assessment data. Specific examples include portfolios, performance assessment, conferencing, interviews, projects, labs, presentations, critiques, artistic interpretations, student peer and self-assessment, journals, oral defense, testing, observation and work samples. *(LF11)*
D. A reduced emphasis on tests and exams. They should constitute only one of many summative options used to determine a student's achievement. *(LF11)*
E. The use of assessments to determine the "next learning step(s)" for students. *(LF11)*

EDUCATIONAL REVIEW STANDARD 6B:

Growth and Improvement: *Collection and Analysis of Data, Planning and Policies and Guidelines*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Planning	❑ Some general school targets for improved student learning have been identified. ❑ Strategies for improvement have not been determined.	❑ Some school targets for improved student learning have been identified. ❑ Few changes in school instructional practices and/or organization have been considered. ❑ Strategies for improvements have been determined. ❑ Timelines for improvement have been set.	❑ Specific school targets for improved student learning have been identified. ❑ Changes in specific school instructional and organization practices and have been considered and accepted. ❑ Strategies for improvement have been determined. ❑ Timelines for improvement have been set and needed resources have been identified.	❑ Specific school targets for improved student learning have been identified. ❑ Changes in specific school instructional practices and school organization have been considered and accepted. ❑ Proposed changes have been incorporated into individual teacher's improvement program. ❑ Research based strategies for improvements have been determined. ❑ Time-lines for improvement have been set and resources have been identified. ❑ Individuals have been assigned responsibilities.	❑ Specific school targets for improved student learning have been identified. ❑ Targeted changes in specific school instructional practices and school organization have been considered and accepted. ❑ Proposed changes have been incorporated into individual teacher's improvement program. ❑ Learning targets have been explained to all students. ❑ Research based strategies for improvements have been determined. ❑ Time-lines for improvement are set and needed resources have been identified. ❑ Individuals have been assigned responsibilities.

LOOK FOR:

1. Evidence of a school improvement plan complete with necessary components.
2. Annual plans/curriculum maps.
3. Learning targets which are communicated to students and parents.
4. Situations where the teachers' growth plan reflects changes according to learning targets.
5. School wide enrichment strategies and interventions which have been developed to address the enrichment needs of all learners. *(LF5)*
6. Situations where all curricular areas and courses make a strong contribution to the essential graduation learning. *(LF7)*
7. Situations where organization enables interdisciplinary units of study to be collaboratively planned and implemented. *(LF13)*
8. Evidence of a school technology plan.

A. Evidence that the technology plan is updated annually (at least).
B. Situations where students and teachers develop rubrics, indicators and performance levels. References to learning outcomes are seen in teacher plans, and in the learning environment. Students who are aware of and can speak to the activities used to achieve each outcome. *(LF11)*
C. The use of assessments to determine the "next learning step(s)" for students. *(LF11)*
D. Students using clear criteria and examples to evaluate their own work and establish learning goals. *(LF11).*
E. School administrators who willingly discuss with and answer questions from members of the staff and others in education committee about curriculum outcomes as they relate to subject matters, instructional practices and resources and school vision and goals.
F. A variety of organizational learning patterns that attend to multiple intelligences. *(LF13)*
G. Full staff participation in the development of the school vision statement. *(LF21)*
H. Evidence of a school technology committee.
I. Evidence of regular meetings of the technology committee.

EDUCATIONAL REVIEW STANDARD 6C:

Growth and Improvement: *Collection and Analysis of Data, Planning and Policies and Guidelines*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Policies and Guidelines	❑ Provincial policies and guidelines are not followed.	❑ Provincial policies and guidelines are easily accessible but not followed.	❑ Provincial policies are followed. ❑ Provincial guidelines and support documents are familiar to staff and considered in the design and implementation of program and services.	❑ Provincial polices are consistently followed. ❑ Provincial guidelines and support documents are familiar to staff and are consistently considered in the design and implementation of programs and services.	❑ Provincial policies are consistently followed. ❑ Provincial guidelines and support documents are familiar to staff and are consistently considered in the design and implementation of programs and services. ❑ Provincial polices and guidelines are reflected in the monitoring of programs and services design and implementation.

LOOK FOR:

1. Situations where copies of policies, guidelines and support documents are available to staff.
2. Evidence that in-services are held.
3. Evidence that teachers have copies of policies and guidelines and that they are frequently used as reference.
4. Evidence that K-12 curriculum time allocations reflect the importance of a broad cross section of subject areas. *(LF7)*
5. Evidence that a periodic review takes place to ensure that the school building and their learning environments are sound, healthy and a safe place to be. *(LF19)*
6. A school crisis response plan which has been developed, implemented and which is reviewed annually. *(LF19)*

EDUCATIONAL REVIEW STANDARD 7A:
Teaching and Learning: *Curriculum, Instructional Practice and Student Services*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Curriculum	❑ Current curriculum documents are not used. ❑ Resources other than those recommended in the current *Catalogue of Instructional* Materials or the current curriculum documents are used predominately. ❑ There is no administrative support for curriculum delivery.	❑ Current curriculum documents are used by some teachers. ❑ Resources other than those recommended in the current *Catalogue of Instructional Materials* or the current curriculum documents are used predominately. ❑ Support for curriculum delivery is sporadic.	❑ All teachers organize instructional activities around outcomes in current curriculum documents. ❑ Resources recommended in the current *Catalogue of Instructional Materials* or the current curriculum documents are used predominately. ❑ There is a support plan for curriculum delivery.	❑ Current curriculum documents are used for planning curriculum delivered by all teachers. ❑ Resources recommended in the current *Catalogue of Instructional Materials* or the current curriculum documents are used predominately. ❑ Support plan for curriculum delivery is monitored and ongoing.	❑ Current curriculum documents are used for planning curriculum delivery by all teachers. ❑ Resources recommended in the current *Catalogue of Instructional Materials* or the current curriculum documents are used predominately. ❑ Support plan for curriculum delivery is monitored and ongoing. ❑ Measures to assess the effectiveness of curriculum delivery have been identified and implemented.

LOOK FOR:

1. Learning activities which provide the appropriate range of challenge and adhere to curriculum outcomes. *(LF9)*
2. Learning opportunities which are developmentally appropriate and based on curriculum outcomes. *(LF7)*
3. The use of current and emergent technologies, where appropriate, at all learning levels in order to meet the instructional and developmental needs and interests of all students. *(LF9)*
4. High schools utilizing a distance learning center.
5. High schools which have students enrolled in distance courses offered by the department of education.

A. Beneficial partnerships with parents and community organizations that help students achieve curriculum outcomes. *(LF5)*
B. The provision of activities for enrichment and remediation for all curriculum outcomes/strands. *(LF9)*
C. School administrators who support the implementation of new curricula through the provision of resources, in-service and discussion and planning at staff and team meetings. *(LF23)*
D. Copies of policies, guidelines and support documents which are available to staff.

EDUCATIONAL REVIEW STANDARD 7B:

Teaching and Learning: *Curriculum, Instructional Practice and Student Services*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Instructional Practice	❑ The school does not offer an educationally challenging environment. ❑ Teachers feel students have sole responsibility for their learning. ❑ Lesson planning shows no evidence of curriculum outcomes. ❑ Lesson planning shows no awareness of multiple intelligences or learning styles.	❑ The school does not offer an educationally challenging environment. ❑ Some teachers generally care if students are doing as well as they should. ❑ Lesson planning shows little evidence of curriculum outcomes. ❑ Lesson planning shows little awareness of multiple intelligences or learning styles.	❑ The school offers an educationally challenging environment. ❑ Teachers care if students are doing as well as they should. ❑ Teachers generally are enthusiastic about teaching. ❑ Lesson planning shows evidence of use of curriculum outcomes. ❑ Most lesson planning and delivery shows awareness of multiple intelligences or learning styles. A variety of instructional strategies is employed. ❑ Interdisciplinary connections are made.	❑ The school offers an educationally challenging environment. ❑ Teachers care if students are doing as well as they should. ❑ Teachers generally are enthusiastic about teaching. ❑ Teachers are consistently concerned about motivating students to learn. ❑ Lesson planning shows evidence of use of curriculum outcomes. ❑ Assessment is aligned with curriculum outcomes. ❑ Most lesson planning and delivery incorporates knowledge of multiple intelligences and learning styles. A variety of instructional strategies is employed. ❑ Interdisciplinary connections are made. ❑ Achievement data informs instructional strategy ❑ Most students are aware of what they are doing and why they are doing it.	❑ The school offers an educationally challenging environment. ❑ All teachers care if students are doing as well as they should. ❑ Teachers are enthusiastic about teaching. ❑ Students are actively involved in the learning process. ❑ Teachers consistently motivate students to learn. ❑ Lesson planning shows a strong awareness and use of curriculum outcomes. ❑ Assessment is aligned with students' learning styles and with curriculum outcomes. ❑ All lesson delivery incorporates knowledge of multiple intelligences and learning styles. A variety of instructional strategies is employed. ❑ Interdisciplinary connections are made. ❑ All learning opportunities are designed to be developmentally appropriate and to meet the needs of all learners. ❑ There is a degree of flexibility in timetable and in instructional grouping. ❑ Achievement data informs instructional strategy. ❑ All students are aware of what they are doing and why they are doing it.

LOOK FOR:

1. Evidence of thematic teaching and interdisciplinary units.
2. Evidence that a staff development plan is in place and focuses on preparing staff to meet the individual learning needs of all students. *(LF25)*
3. Situations where learning opportunities are created that accommodate the physical, social, behavioural and academic skills and needs of learners. *(LF5)*
4. Evidence that teachers' strategies employed and learning environments provided are flexible, varied and inclusive. *(LF5)*
5. Situations where heterogeneous classes are the norm. Long-term ability grouping does not occur in the common curriculum K-10, with the possible exception of grade 10 Mathematics and English language arts in the latter part of the year. *(LF7)*
6. Natural connections made between and among subjects/learning endeavors. *(LF9)*
7. Activities for enrichment and remediation that are provided for all curriculum outcomes/strands. *(LF9)*
8. Evidence that varied learning activities and assignments are offered which show an awareness of multiple intelligences and an understanding and accommodation of individual learning styles. *(LF9)*
9. The use of current and emergent technologies, where appropriate, that are used at all learning levels in order to meet the instructional and developmental needs and interest of all students. *(LF9)*
10. The flexible use of learning time which may include: block scheduling to facilitate grouping and regrouping, independent study, e-learning, correspondence courses, challenge for credit, community service, visiting experts or inquirers on a topic or practice, work based experiential programs, i.e. Co-op, *etc. (LF17)*
11. Evidence that the use of achievement data informs instructional strategies.
12. A reduced emphasis on tests and exams. They should constitute only one of many summative options used to determine a student's achievement. *(LF11)*
13. Judgments about student achievement that are based on a wide variety and combination of assessment data. Specific examples include portfolios, performance assessment, conferencing, interviews, projects, labs, presentations, critiques, artistic interpretations, student peer and self-assessment, journals, oral defense, testing, observation and work samples. *(LF11)*

A. Teachers who give assignments that have choices that reflect what we know about individual learning styles and multiple intelligences. *(LF5)*
B. Instructional groupings that are varied, inclusive, and appropriate for the learning (multi-age, ability grouping, regrouping, cooperative and collaborative, guided and so forth). *(LF5)*
C. Evidence that Special Education Plans are provided for students with exceptionalities. *(LF5)*
D. Learning opportunities that are developmentally appropriate and based on curriculum outcomes. *(LF7)*
E. Evidence that learning experiences at all grades show a balance between subject knowledge and process skills. *(LF7)*
F. An atmosphere within the learning environment that encourages and supports the active involvement and inclusion of all students. *(LF9)*
G. A variety of instructional strategies that includes: differentiating on the basis of content, process or products; cooperative learning; grouping and regrouping; paired and individual opportunities; use of learning centers; employment of rich and varied resources. *(LF9)*
H. Collaborative planning, not bells, determining student schedules. Schedules support learning goals. *(LF17)*
I. Teachers who are able to help build and modify schedules to enable and accommodate learning purposes and needs. *(LF17)*
J. Timetables that facilitate the flexibility necessary for learning to take place outside the school building in various contexts. *(LF17)*
K. Staff flexibility that allows for grouping and regrouping of learners for a variety of purposes.
L. Evidence that students use clear criteria and examples to evaluate their own work and establish learning goals. *(LF11).*
M. Evidence that teaching practices reflect current research on learning. *(LF7)*
N. Evidence that assessment is used to inform daily planning, instructional differentiation, long- and short-term curriculum plans and school improvement plans. *(LF11)*
O. Evidence that assessments are used to determine the 'next learning step(s)' for students. *(LF11)*
P. Evidence of curriculum mapping.
Q. The alignment of assessment strategies with curriculum outcomes.

41

EDUCATIONAL REVIEW STANDARD 7C:
Teaching and Learning: *Curriculum, Instructional Practice and Student Services*

	Low Performance	Moderate Performance	Basic Performance	Effective Performance	Highly Effective Performance
Student Services	❑ There are no student services support teams. ❑ Strategies and interventions have not been developed to assist students in the learning environment. ❑ There are few programs or limited responsibility for programs within the school available for students. ❑ Educational plans for students with exceptionalities are sporadically developed and show scant documentation. ❑ Students with exceptionalities are habitually placed outside the regular classroom.	❑ Student services support teams meet sporadically. ❑ Strategies and interventions have been developed to assist students in the learning environment. ❑ Program responsibility is shared within the school community only. ❑ Educational plans for students with exceptionalities lack objective specificity and documentation. ❑ Students with exceptionalities are placed outside the regular classroom for a significant amount of time.	❑ Student services support teams meet to help determine methodologies that best suit student skills and needs. ❑ Strategies and interventions have been developed and implemented to assist students in the learning environment. ❑ Program responsibility is shared among individuals, families, schools and the community. ❑ Educational plans for students with exceptionalities are developed, reviewed and monitored. ❑ Students with exceptionalities are placed within the regular classroom setting.	❑ Student services support teams meet consistently to help determine methodologies that best suit student skills and needs. ❑ Strategies and interventions have been developed, implemented, and monitored to assist students in the learning environment. ❑ Program responsibility is shared among individuals, families, schools and the community, and impacts student growth. ❑ Educational plans for students with exceptionalities are developed, reviewed and monitored with shared responsibility. ❑ Students with exceptionalities are placed within the regular classroom setting and their needs are addressed.	❑ Student services support teams meet consistently to help determine methodologies that best suit student skills and needs. Documentation is reviewed and monitored. ❑ Strategies and interventions have been developed, implemented, monitored and assessed regularly to assist students in the learning environment. ❑ Program responsibility is shared among individuals, families, schools and the community, and impacts student growth and the community at large. ❑ Educational plans for students with exceptionalities are developed, reviewed, monitored and assessed regularly with classroom teachers taking primary responsibility for students with exceptionalities. ❑ Students with exceptionalities are placed within the regular classroom setting. Their needs are addressed and met.

LOOK FOR:

1. Instructional groupings which are varied, inclusive, and appropriate for the learning (multi-age, ability grouping, regrouping, cooperative and collaborative, guided and so forth). *(LF5)*
2. Special Education Plans which are provided for students with exceptionalities. *(LF5)*
3. Strategies and interventions which have been developed and implemented to assist student who experience learning difficulties. *(LF5)*
4. Evidence that Student Services support teams are in place to help determine methodologies that best suit student skills and needs. *(LF5)*
5. Evidence that the teaching strategies employed are, and that the learning environment provided is, flexible, varied and inclusive *(LF5)*

A. Evidence that the atmosphere within the learning environment encourages and supports the active involvement and inclusion of all students. *(LF9)*
B. Evidence that comprehensive and Development Guidance program has been implemented.
C. Students who are developing *Linking to the Future* portfolios.
D. Evidence that transition plans have been developed.
E. Evidence that opportunities are present for collaboration.
F. Evidence that the social and emotional needs of students are addressed.
G. Evidence that a comprehensive health program has been implemented.
H. Learning opportunities that accommodate the physical, social, behavioural and academic skills and needs of learners. *(LF5)*
I. Evidence that a school crisis response plan has been developed and reviewed annually. *(LF19)*