



TEAM CHAIR ASSESSMENT OF STANDARDS REPORT
STATE EDUCATION IMPROVEMENT PROCESS
 DEPARTMENT OF PUBLIC INSTRUCTION
 SCHOOL APPROVAL AND ACCREDITATION
 SFN 58177 (Rev. 7/2009)

RETURN TO:
 Department of Public Instruction
 School Approval and Accreditation
 600 East Boulevard Ave., Dept. 201
 Bismarck, ND 58505-0440

School Contact Information:

School District	Address	City	Zip Code
School Administrator	Address	City	Zip Code

State Education Improvement Process:

Target Areas for continuous improvement cycle:		1.	2.
Reporting Schedule	Initial External Team Chair Visit Report (SFN 58177) <i>External Team Chair submits to the DPI and the school within two weeks after the school visit.</i>	Date of visit:	Date submitted:
	Year One		Date submitted:
Year Two	School Submits Action Plan (SFN 54223) <i>School submits to the DPI one month after receiving the External Team Chair Report.</i>		Date submitted:
	External Team Visit Report (SFN 58177) is required in year two or year three as determined in collaboration between the school and external team chair. <i>External Team Chair submits to the DPI and the school within two weeks after the school visit.</i>	Date of visit:	Date submitted:
Year Three	School Submits their School's Annual Review (SFN 58916) <i>Due June 1 to the DPI and External Team Chair.</i>		Date submitted:
	External Team Visit Report (SFN 58177) is required in year two or year three as determined in collaboration between the school and external team chair. <i>External Team Chair submits to the DPI and the school within two weeks after the school visit.</i>	Date of visit:	Date submitted:
Year Four	School Submits their School's Annual Review (SFN 58916) <i>Due June 1 to the DPI and to the External Team Chair.</i>		Date submitted:
	Continuous school improvement efforts – Communicate with External Team Chair as needed.	Date of visit:	Date submitted:
Year Five	School Submits their School's Annual Review (SFN 58916) <i>Due June 1 to the DPI and External Team Chair.</i>		Date submitted:
	Final External Team Chair Visit Report (SFN 58177) <i>External Team Chair submits to the DPI and the school within two weeks after the school visit.</i>	Date of visit:	Date submitted:

Reports submitted to:

External Team Chair	Mailing Address	City	Zip Code	Phone Number
School Superintendent	Mailing Address	City	Zip Code	Phone Number

Disclaimer: Limitations on the Distribution, Use, and Scope of The Team Visitation Reports

It is the intent that this report be considered a privileged document, to be submitted by the chairperson of the visiting team directly to the administration of the school and the ND Department of Public Instruction. The distribution of the report and its availability for public consideration beyond that point rests solely in the hands of the school administrators. Neither the chairperson nor the other members of the visitation team are authorized to release any of the information contained in this report without the express approval of the administration of the school. Documents submitted to the ND Department of Public Instruction are considered by statute to be public documents.

Any references to specific instruction materials contained in the team report are merely for consideration by the school and not an endorsement of a product, process, or program. Members of the visitation team have used their best professional judgment in drawing the conclusions reported in this document. The team members are not to be held accountable for any injudicious or unauthorized use of this document.

School Name:

Standard 1: Vision and Beliefs

How do we communicate a shared direction to improve student performance?

Directions:

The Team Chair Assessment of Standards Report is completed by the External Team Chair to assess the school's progress through the State Education Improvement Process. The first section is for the External Team Chair's assessment of the school's performance on each indicator under the five standards and is validated through the evidence by checking the level of performance.

Indicators		Levels of Performance				Analysis of Ratings for Standard 1
		Falls Below Expectation	Approaches Expectation	Meets Expectation	Exceeds Expectation	
		0	1	2	3	
1.1	Reviews and revises vision and belief statements annually; revises as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	List Top 2-3 Strengths: <ul style="list-style-type: none"> List Top 2-3 Opportunities for Growth: <ul style="list-style-type: none">
1.2	Communicates the vision and belief statements to ensure stakeholder understanding, input, and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	Aligns teaching and learning, resources, environment, and finances with our vision and beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	Identifies <i>Education Improvement Goals</i> to advance the vision and beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Directions: The second section is for the External Team Chair's written summary. Record comments regarding the school's strengths and opportunities for growth along with recommendations for the school's future actions as it pertains to each standard/indicator. The boxes will expand to allow room for comments.						
Strengths/Opportunities for Growth/Recommendations:						
Initial Team Chair Visit Summary: (year one)						
External Team Visit Summary: (year two or three)						
Final Team Chair Visit: (year five)						

School Name:

Standard 2: Leadership and Governance

Who are we and what are we about?

Directions:

The Assessment of Standards Report is completed by the External Team Chair to assess the school's progress through the State Education Improvement Process. The first section is for the External Team Chair's assessment of the school's performance on each indicator under the five standards and is validated through the evidence, by checking level of performance.

Indicators		Levels of Performance				Analysis of Ratings for Standard 2
		Falls Below Expectation	Approaches Expectation	Meets Expectation	Exceeds Expectation	
		0	1	2	3	
2.1	Engages in a system-wide review and analysis of student performance and instructional effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	List Top 2-3 Strengths: <ul style="list-style-type: none"> • • • List Top 2-3 Concerns/Limitations: <ul style="list-style-type: none"> • • •
2.2	Administration facilitates instructional leadership. Establishes effective policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	Provides opportunities to stakeholders' involvement in leadership and in meaningful roles in the decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4	Implements an evaluation system to ensure professional growth for all personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5	Ensures implementation of effective policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6	Ensures compliance with applicable local, state, and federal laws, standards, and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Directions: The second section is for the External Team Chair's written summary. Record comments regarding the school's strengths and limitations along with recommendations for the school's future actions as it pertains to each standard/indicator. The boxes will expand to allow room for comments.

Strengths/Limitations/Recommendations:

Initial Team Chair Visit Summary: (year one)

External Team Visit Summary: (year two or three)

Final Team Chair Visit: (year five)

School Name:

Standard 3: Teaching and Learning

How do we facilitate student academic growth?

Directions:

The Assessment of Standards Report is completed by the External Team Chair to assess the school's progress through the State Education Improvement Process. The first section is for the External Team Chair's assessment of the school's performance on each indicator under the five standards and is validated through the evidence, by checking level of performance.

Indicators		Levels of Performance				Analysis of Ratings for Standard 3
		Falls Below Expectation	Approaches Expectation	Meets Expectation	Exceeds Expectation	
		0	1	2	3	
3.1	<u>CURRICULUM</u> : Engages all students in the learning process through a curriculum that challenges every student to excel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>List Top 2-3 Strengths:</p> <ul style="list-style-type: none"> • • • <p>List Top 2-3 Concerns/Limitations:</p> <ul style="list-style-type: none"> • • •
3.2	<u>CURRICULUM</u> : Articulates and implements a curriculum aligned PreK-12 based in clearly defined proficiency expectations for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3	<u>CURRICULUM</u> : Offers a curriculum that challenges every student to excel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4	<u>CURRICULUM</u> : Investigates and uses data and research in making curricular choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5	<u>INSTRUCTION</u> : Designs and uses instructional strategies and activities that are research based and best practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6	<u>INSTRUCTION</u> : Allocates and protects instructional time to support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7	<u>ASSESSMENT</u> : Analyzes and uses data to guide instruction and interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.8	<u>ASSESSMENT</u> : Communicates results of student performance and school effectiveness to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.9	Integrates media services and instructional technologies to support curriculum, instruction, and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Directions: The second section is for the External Team Chair's written summary. Record comments regarding the school's strengths and limitations along with recommendations for the school's future actions as it pertains to each standard/indicator. The boxes will expand to allow room for comments.

Strengths/Limitations/Recommendations:

Initial Team Chair Visit Summary: (year one)

External Team Visit Summary: (year two or three)

Final Team Chair Visit: (year five)

School Name:

Standard 4: Resources, Support, and Environment

How do we support teaching and learning?

Directions:

The Assessment of Standards Report is completed by the External Team Chair to assess the school's progress through the State Education Improvement Process. The first section is for the External Team Chair's assessment of the school's performance on each indicator under the five standards and is validated through the evidence, by checking level of performance.

Indicators		Levels of Performance				Analysis of Ratings for Standard 4	
		Falls Below Expectation	Approaches Expectation	Meets Expectation	Exceeds Expectation	List Top 2-3 Strengths:	
		0	1	2	3		
4.1	Budgets sufficient resources to support the vision, educational programs, and to implement plans for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	List Top 2-3 Strengths: • • • List Top 2-3 Concerns/Limitations: • • •	
4.2	Ensures that all staff participates in professional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.3	Communicates formally and informally the expectations for student learning and goals to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.4	Provides a variety of opportunities to engage parents, family, and community in the teaching and learning efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.5	Provides school climate that ensures a safe, healthy, and positive environment conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.6	Maintains facilities to provide a safe, healthy, and positive environment conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Directions: The second section is for the External Team Chair's written summary. Record comments regarding the school's strengths and limitations along with recommendations for the school's future actions as it pertains to each standard/indicator. The boxes will expand to allow room for comments.

Strengths/Limitations/Recommendations:

Initial Team Chair Visit Summary: (year one)

External Team Visit Summary: (year two or three)

Final Team Chair Visit: (year five)

School Name:

Standard 5: Ongoing and Continuous Improvement

How do we engage in ongoing improvement planning?

Directions:

The Assessment of Standards Report is completed by the External Team Chair to assess the school's progress through the State Education Improvement Process. The first section is for the External Team Chair's assessment of the school's performance on each indicator under the five standards and is validated through the evidence, by checking level of performance.

Indicators		Levels of Performance				Analysis of Ratings for Standard 5	
		Falls Below Expectation	Approaches Expectation	Meets Expectation	Exceeds Expectation	List Top 2-3 Strengths: • • •	
		0	1	2	3		
5.1	Engages stakeholders in a continuous process of improvement to reach the vision and beliefs of the district/school. VISION AND BELIEFS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	List Top 2-3 Concerns/Limitations: • • •	
5.2	Evaluates and documents the effectiveness and impact of the action/improvement plan on student improvement. EVALUATION/RESULTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3	Analyzes the school profile to determine student academic strengths and concerns. PROFILE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.4	Employs goals and interventions to improve student performance. ACTION PLAN (SFN 54223)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.5	Ensures that all staff participates in professional learning to assist in achievement of improvement goals. PROFESSIONAL DEVELOPMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.6	Communicates next steps to stakeholders and the Department of Public Instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Directions: The second section is for the External Team Chair's written summary. Record comments regarding the school's strengths and limitations along with recommendations for the school's future actions as it pertains to each standard/indicator. The boxes will expand to allow room for comments.							
Strengths/Limitations/Recommendations:							
Initial Team Chair Visit Summary: (year one) Target Area #1, reference 5.4				Initial Team Chair Visit Summary: (year one) Target Area #2, reference 5.4			
External Team Visit Summary: (year two or three) Target Area #1, reference 5.4				External Team Visit Summary: (year two or three) Target Area #2, reference 5.4			
Final Team Chair Visit: (year five) Target Area #1, reference 5.4				Final Team Chair Visit: (year five) Target Area #2, reference 5.4			