

Performance Standards for Systems with Key Concepts

Performance Standards

Continuous improvement that results in success for all learners should be the goal of every institution. The Improvement Journey for each institution may look different but should always include measures of quality of learning and instruction. The Performance Standards serve this purpose by providing a set of evaluative criteria that lays the foundation for improvement planning and implementation. Based on rigorous research and best practices, the Standards are a powerful tool for driving institutional change. The Performance Standards embody our belief that high-quality learning can transform lives, communities, and the world.

Anatomy of the Performance Standards

The Standards, varying in number based on institution type, are organized under three Domains:

- Leadership Capacity
- Learning Capacity
- Resource Capacity

The Domains are statements that define the capacity of an organization or institution to provide quality and meet the rigorous demands of continuous improvement. Each Domain is further defined by Standards, which in turn, are defined by Key Concepts. The Performance Standards are research-based statements that describe conditions that are necessary for institutions to support organizational effectiveness and improve student performance. In addition to the Domains and accompanying Standards, Key Concepts are aligned to the Standards to help provide measurable progress and an overall assessment of practices. The Key Concepts are organized around the i3 themes of Initiate, Improve and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined as Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution's continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined as Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results

achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue t

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined as Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Collectively, the elements of the Performance Standards serve as a road map for the continuous improvement process for institutions and as the foundation of the accreditation process used by Review Teams to provide relevant and quality feedback on how institutions are serving the learner.



Performance Standards for Systems

LEADERSHIP CAPACITY DOMAIN

1.1 The system commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.

Key Concepts

Initiate

- The institution provides opportunities for representative internal and external stakeholder groups to build a commitment to the institution's purpose statement
- The institution implements a systematic process to review, communicate, monitor, and build commitment to its purpose statement

Improve

- Purpose statement contains identified and measurable expectations for learners based on shared beliefs about teaching and learning
- Data are collected, analyzed and used to monitor the measurable expectations for learners contained in the purpose statement
- Longitudinal results are analyzed to assess growth and improvement in the measurable learner expectations contained in the purpose statement over time

Impact

- Beliefs stated in the purpose statement are demonstrated in behaviors and decision-making

1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.

Key Concepts

Initiate

- Actions demonstrated by all representative internal and external stakeholder groups to achieve the purpose
- Implementation of specific actions and decisions aligned to the institution's purpose

Improve

- Process to collect, analyze and use data related to the achievement of the purpose
- Longitudinal results are analyzed to assess changes in and improvements of the actions implemented to achieve the institution's purpose

Impact

- Intentional alignment of actions to the institution's purpose evident throughout the institution

1.3 The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Key Concepts

Initiate

- Engagement of internal stakeholders in a data-driven and collaborative process for continuous improvement
- Development of a continuous improvement and/or strategic plan that contains specific goals, strategies, activities and measures based on identified needs from the review of multiple forms of data, including student achievement, perception, experience, and organizational data
- Defined processes for implementation, monitoring, and revision of the continuous improvement plan based on the analysis and use of data

Improve

- Ongoing collection, analysis, and use of data to measure results and outcomes related to the goals
- Results of the continuous improvement plan and/or strategic plan are clearly communicated to all representative internal and external stakeholder groups



- Longitudinal results are analyzed to assess results and outcomes of the goals in the continuous improvement plan and/or strategic plan to show progress over time

Impact

- Ongoing commitment to the success of the continuous improvement plan and/or strategic plan is evident throughout the institution

1.4 The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.

Key Concepts

Initiate

- Governing authority and institution leadership engage in the ongoing and systematic development, review and revision of policies
- Process ensures ongoing and current compliance with all applicable laws and regulations and reflects best practice
- Governing authority holds itself accountable for committing to policies that ensure integrity, effective operations and improved student learning

Improve

- Process to collect and use evidence to monitor and ensure adherence to policies is implemented by the institution and used to inform revisions to policy or practices
- Longitudinal data and evidence show adherence to policy and effectiveness of policy review and revision processes over time

Impact

- Governing authority commits to the establishment and adherence to policies that promote the effective operations of the institution in improving student learning

1.5 The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

Key Concepts

Initiate

- All governing authority members operate under a written code of ethics that identifies principles of conduct and ethical standards within the institution
- All governing authority members participate in ongoing professional learning (beyond statutory required trainings) to stay current and informed regarding applicable laws, regulations, and organizational best practices
- Policies clearly identify and actions support the legal and organizational roles and responsibilities of the governing authority
- Policies and practices provide institution leadership the autonomy for day-to-day operations of the institution

Improve

- Processes to collect and use evidence to evaluate the governing authority's adherence to the code of ethics and roles and responsibilities
- Longitudinal data provide evidence of the governing authority's ongoing adherence to the code of ethics and roles and responsibilities over time

Impact

- Decisions made by the governing authority consistently reflect actions aligned to the code of ethics and legal and organizational roles and responsibilities

1.6 Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

Key Concepts

Initiate

- All staff members participate in the supervision and evaluation process
- Supervision and evaluation processes for all staff members are documented, includes specific criteria for quality performance and provides on-going feedback to improve professional practice
- Evaluators have the knowledge, expertise, and training to implement the supervision and evaluation processes with quality and fidelity

Improve

- Results of supervision and evaluation processes are analyzed and used to inform organizational professional practices and ensure student learning
- Analysis of longitudinal results provide evidence of the ongoing implementation and use of data from supervision and evaluation processes improved professional practice and student learning

Impact

- Evaluation and supervision for the improvement of professional practice is a routine and expected practice within the organization

1.7 Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Key Concepts

Initiate

- All staff use documented standard operating procedures (SOPs) and practices related to the policy and general organizational operational processes
- SOPs are implemented, monitored and adjusted to ensure effective and efficient operations

Improve

- Data are analyzed and used to evaluate effectiveness and inform the review and revision of SOPs
- Longitudinal data and evidence from the analysis of SOPs show growth and improvement in effective and efficient implementation of routine operations

Impact

- All staff consistently hold each other accountable to the adherence and application of SOPs to ensure effective and efficient routine operations

1.8 Leaders engage stakeholders to support the achievement of the system's purpose and direction.

Key Concepts

Initiate

- The institution regularly engages multiple internal and external stakeholder groups, including staff, students, parents, community members, and governmental and educational policy groups
- Engagement of community stakeholders includes opportunities that provide two-way communication and active and meaningful participation
- Engagement strategies result in measurable and active participation of all representative internal and external stakeholder groups

Improve

- Data are collected, analyzed and used to determine the effectiveness of stakeholder engagement strategies
- Longitudinal results of stakeholder engagement strategies indicate improvement and growth in the engagement of stakeholders to support the achievement of the institution's purpose

Impact

- Active engagement of stakeholders is valued, supported and expected throughout the institution



1.9 The system provides experiences that cultivate and improve leadership effectiveness.

Key Concepts

Initiate

- Experiences to lead are provided for multiple stakeholders, including staff, students, and parents or community members
- Capacity for internal leadership is built through the implementation of formalized opportunities for ongoing modeling, coaching or leadership activities

Improve

- Data are collected, analyzed and used to monitor the effectiveness of leadership activities
- Longitudinal data and results are used to indicate improvements and growth in providing experiences for multiple stakeholder groups to lead

Impact

- A collaborative culture that includes opportunities for shared leadership is supported, developed, and protected by leaders and other stakeholders

1.10 Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

Key Concepts

Initiate

- Feedback is collected consistently and regularly from all representative internal and external stakeholder groups and reflects participation of the institution population and demographics
- Feedback data collection methods ensure validity and reliability of the data and processes are implemented by internal stakeholders to review and analyze the data

Improve

- Analysis and use of feedback data inform the continuous improvement process, guide actions and decision-making and are used to measure stakeholder perceptions and beliefs
- Longitudinal feedback results are analyzed to examine trends in stakeholder perceptions and to indicate growth and improvement in those areas linked to goals and strategies in the continuous improvement process

Impact

- Stakeholders expect and respond to the institution's practices to provide regular and consistent communication

1.11 Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

Key Concepts

Initiate

- School staff members receive and provide feedback regarding their implementation of the system's expectations and improvement efforts
- Documented systematic process to monitor the system's schools to ensure the quality and fidelity of the implementation of the system's educational and operational

Improve

- Data are collected, analyzed, and used to monitor the progress made towards achieving the system's educational and operational expectations and the overall effectiveness of the quality assurance process
- Longitudinal results of the evaluation of the quality assurance process demonstrate ongoing monitoring and adjusting of system's educational and operational expectations and progress to achieve these expectations

Impact

- Leaders and school staff members demonstrate actions that indicate quality assurance is a cultural norm and a commitment to the system's educational and operational expectations



Performance Standards for Systems

LEARNING CAPACITY DOMAIN

2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.

Key Concepts

Initiate

- Personalized and equitable learning opportunities are provided for all learners to develop skills and achieve content and learning priorities
- Implementation of instructional strategies is monitored and adjusted to ensure all learners have personalized and equitable learning opportunities to develop skills and achieve content and learning priorities

Improve

- Data are collected, analyzed and used to measure results and improve equitable opportunities for student to develop skills and achieve content and learning priorities
- eProve™ Effective Learning Environments Observation Tool® (eleot®) data
 - A1. Learners engage in differentiated learning opportunities and/or activities that meet their needs
 - A2. Learners have equal access to classroom discussions, activities, resources, technology, and support
 - B2. Learners engage in activities and learning that are challenging but attainable
 - B3. Learners demonstrate and/or are able to describe high quality work
 - D3. Learners are actively engaged in the learning activities
 - D4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments
 - E1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored
- Longitudinal results are used to demonstrate growth and improvement in providing equitable opportunities for students to develop skills and achieve content and learning priorities

Impact

- Personalized and equitable learning opportunities are embedded and supported throughout the institution

2.2 The learning culture promotes creativity, innovation and collaborative problem-solving.

Key Concepts

Initiate

- All learners engage in projects and inquiry-based activities across courses and subjects
- Educators implement specific actions and instructional activities to ensure learner engagement and development of creative, innovative, and problem-solving skills
- The institution implements processes to monitor the quality of the implementation of learning experiences that promote creativity, innovation and collaborative problem solving

Improve

- Data are collected, analyzed and used to measure the development of creativity, innovation and problem-solving of learners
- eleot® data
 - A4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions
 - B2. Learners engage in activities and learning that are challenging but attainable
 - B4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)
 - D2. Learners make connections from content to real-life experiences



- D4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments
- G2 Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning
- G3 Learners use digital tools/technology to communicate and/or work collaboratively for learning
- Longitudinal results demonstrate growth and improvement in the development of creativity, innovation, and problem solving of learners

Impact

- Educators demonstrate shared beliefs about learner engagement and development of creative, innovative, and problem-solving skills in all courses and subjects

2.3 The learning culture develops learners’ attitudes, beliefs and skills needed for success.

Key Concepts

Initiate

- All learners are provided opportunities to develop communication skills, dispositions toward learning, experiences that teach self-direction and monitoring of their own learning progress
- Implementation of instructional strategies provide numerous experiences for learners to develop communication skills, self-direction, and monitor their own learning progress

Improve

- Data are collected, analyzed and used to assess the learning culture of the institution and the effectiveness of actions implemented to develop learners’ attitudes, beliefs and skills needed for success
- eleot® data
 - B3 Learners demonstrate and/or are able to describe high quality work
 - D1 Learners' discussions/dialogues/exchanges with each other and the teacher predominate
 - D4 Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments
 - E1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored
 - E2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work
 - E3. Learners demonstrate and/or verbalize understanding of the lesson/content
 - F1. Learners speak and interact respectfully with teacher(s) and each other
 - G2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning
 - G3. Learners use digital tools/technology to communicate and/or work collaboratively for learning
- Longitudinal data demonstrated improvements of the institution’s learning culture and the effectiveness of actions implemented in improving the development of learners’ attitudes, beliefs and skills needed for success

Impact

- Commitment to shared beliefs and actions for developing learners’ communication skills and dispositions towards learning are consistently practiced by all stakeholders throughout the institution

2.4 The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

Key Concepts

Initiate

- All learners interact with their adult advocate and peers for the purpose of developing relationships and having support for their educational experiences
- The institution implements and monitors a formal structure that has clearly defined activities, resources, and time for learners to develop positive relationships with adults and peers



Improve

- Data are collected, analyzed, and used to determine the effectiveness of the program to ensure learners develop positive relationships with adults and peers that support their educational experiences
- eleot® data
 - A3. Learners are treated in a fair, clear and consistent manner
 - A4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions
 - B5. Learners take responsibility for and are self-directed in their learning
 - C1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful
 - C3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
 - C4. Learners demonstrate a congenial and supportive relationship with their teacher
 - F1. Learners speak and interact respectfully with teacher(s) and each other
- Longitudinal data and evidence from the implementation of formal structures demonstrate learners' improvements in the development of positive relationships with adults and peers that support their educational experiences

Impact

- Commitment to and consistent actions by staff and students related to the development of positive relationships occur throughout the institution

2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Key Concepts

Initiate

- All educators implement the curriculum developed and adopted by the institution
- Processes are used to monitor the quality and fidelity of the implementation of the adopted curriculum across the institution

Improve

- Data are collected, analyzed, and used to evaluate the quality and effectiveness of the curriculum to meet the institution's learning expectations, and student preparedness for the next level and to provide data for potential revisions to the curriculum
- eleot® data
 - B2. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher
 - B3. Learners demonstrate and/or are able to describe high quality work
 - C3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
 - E3. Learners demonstrate and/or verbalize understanding of the lesson/content
- Longitudinal data and results provide evidence of the effectiveness of the implementation of the curriculum and the institution's curriculum revision process

Impact

- All educators inherently understand, practice, and protect both the institution's curriculum and commitment to its learning expectations

2.6 The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.

Key Concepts

Initiate

- All educators are engaged in a process to align curriculum to standards and best practice
- Systematic process is implemented to ensure the written curriculum is aligned to a recognized and rigorous set of standards and is implemented with quality and fidelity



Improve

- Data are collected, analyzed, and used to evaluate the curriculum to ensure the curriculum is aligned to expectations and results in learner achievement of the learning expectations
- eleot® data
 - B2. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher
 - B3. Learners demonstrate and/or are able to describe high quality work
 - C3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
 - E3. Learners demonstrate and/or verbalize understanding of the lesson/content
- Longitudinal data and evidence indicate ongoing implementation of a process to ensure the curriculum is aligned to standards and best practice and results in learner achievement of the learning expectations

Impact

- All instructional staff are directly and indirectly responsible for the curriculum and protect and hold each other accountable for its consistent application across all classrooms and content areas

2.7 Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.

Key Concepts

Initiate

- All educators are engaged in the monitoring and adjusting of instruction to meet individual learners' needs and the institution's learning expectations
- Processes are executed to monitor and adjust the implementation of instruction and ensure quality and fidelity of instructional practices to meet learners' needs

Improve

- Data are collected and analyzed to identify improvements in student learning based on the use of data to monitor and adjust instruction
- eleot® data
 - A1. Learners engage in differentiated learning opportunities and/or activities that meet their needs
 - B2. Learners engage in activities and learning that are challenging but attainable
 - C3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
- Longitudinal data from instructional monitoring processes demonstrate improvements to student learning and changes to instructional practices based on the use of data over time

Impact

- The use of data to meet the individual learner's needs is actively supported and practiced by all educators

2.8 The system provides programs and services for learners' educational futures and career planning.

Key Concepts

Initiate

- All learners have opportunities to engage in programs and services to identify interests that will enable future educational and career planning
- Implementation and monitoring of formal programs and services to support educational/career interests, student planning for success at the next level, and development of individual learner goals for educational and career planning

Improve

- Data are collected, analyzed and used to evaluate the effectiveness of programs and services for students' educational futures and career planning in meeting learner needs
- eleot® data
 - C1. Learners demonstrate a sense of community that is positive, cohesive, engaged and purposeful
 - C3. Learners are supported by the teacher, their peers, and/or resources to understand content and accomplish tasks
 - D2. Learners make connections from content to real-life experience
 - E1. Learners monitor their own learning progress or have mechanisms whereby their learning



- progress is monitored
- G3. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning
- Longitudinal data and evidence show growth and improvement in students' educational futures and career planning based on the implementation of quality programs and services

Impact

- Planning for educational futures and careers is embedded in programs and activities across all areas of the institution

2.9 The system implements processes to identify and address the specialized needs of learners.

Key Concepts

Initiate

- Educators are involved in the identification of students who might need specialized services, programs or resources
- The institution implements and coordinates programs, services, and resources to address learners' needs in the social, emotional, developmental, and academic areas and monitors and adjusts to ensure quality implementation

Improve

- Data are collected, analyzed, and used to monitor and adjust services and to evaluate the effectiveness of programs and services in meeting the specialized needs of learners
- eleot® data
 - A1. Learners engage in differentiated learning opportunities and/or activities that meet their needs
 - A4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions
 - C3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks
 - E2 Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work
- Longitudinal data and evidence show growth and improvement in meeting the specialized social, emotional, developmental, and academic needs of learners based on the implementation processes for identification and provision of services

Impact

- Staff demonstrate consistent commitment and aligned actions to meet the specialized social, emotional, developmental and academic needs of individual students across the institution

2.10 Learning progress is reliably assessed and consistently and clearly communicated.

Key Concepts

Initiate

- All educators consistently and frequently communicate learning progress to appropriate stakeholders, including the learner, in clear and understandable language and formats
- Processes are executed to monitor the implementation of the common grading practices aligned to specific criteria that represent attainment of content knowledge and skills across all classrooms and programs

Improve

- Formative and summative data are collected, analyzed, and used to monitor learning progress and the implementation of the common grading practices across all classrooms and programs

- eleot® data
 - B3. Learners demonstrate and/or are able to describe high quality work
 - E1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored
 - E3. Learners demonstrate and/or verbalize understanding of the lesson/content
 - E4. Learners understand and/or are able to explain how their work is assessed
- Longitudinal data and evidence demonstrate improvements in assessing and reporting learning based on the implementation of clear criteria, use of formative and summative data, and communication processes

Impact

- Educators consistently support and protect grading and assessment practices that represent attainment of content knowledge and skills across all classrooms and programs

2.11 Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

Key Concepts

Initiate

- All educators are engaged in processes to use formative and summative data to improve student learning for individual and collective groups of students
- Processes are used by educators to monitor and verify learners' progress toward meeting learning expectations and modify instruction to transform learning experiences for students

Improve

- Instructional and system staff analyze and use student learning data to monitor the effectiveness of changes in their instructional practices and improve and verify individual student progress toward meeting learning expectations
- Longitudinal data provide evidence of ongoing improvements to instructional practices and improvement in student learning based on data-driven changes to instructional practice

Impact

- Educators in all classrooms and instructional programs commit to and demonstrate their consistent use of data to verify learner progress and modify instructional practices to improve student learning

2.12 The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

Key Concepts

Initiate

- System and school staff members are involved in the institution's formalized cycle and timeline to evaluate all academic and organizational programs and services
- The institution implements formative evaluations (e.g., action research, program evaluation) to improve and refine its programs, practices, and organizational conditions that impact student learning

Improve

- Data from evaluations of programs and services are used to improve the quality and fidelity of the implementation of programs and services and inform decision making regarding the effectiveness of the programs and services in improving student learning and organizational effectiveness
- Evaluation processes include ongoing and systemic analysis and use of trend and comparison data related to student learning and organizational programs and services
- Longitudinal results of the evaluation of programs and services demonstrate ongoing implementation of evaluations of multiple programs and services and evidence of the use of that data for decisions regarding programs and services

Impact

- The institution demonstrates actions of embodying a data-driven culture for decisions regarding academic and organizational programs and services



Performance Standards for Systems

RESOURCE CAPACITY DOMAIN

3.1 The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.

Key Concepts

Initiate

- All staff participate in relevant and job-embedded professional learning to improve professional practice
- Professional learning activities are planned and delivered based on data-driven needs assessments and data aggregated from supervision and evaluation processes to improve student learning and organizational effectiveness
- The institution's professional learning activities are monitored and adjusted to ensure staff have sufficient and quality opportunities to apply the intended learning

Improve

- Data are collected, analyzed, and used to assess the effectiveness of professional learning activities to improve professional practice, content and pedagogical knowledge, and organizational effectiveness
- Longitudinal results from the evaluation of professional learning activities indicate improvements to professional practice, content and pedagogical knowledge, and organizational effectiveness over time

Impact

- Relevant and job-embedded professional learning is an expectation and a regular practice across the institution and is supported with time and fiscal resources

3.2 The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Key Concepts

Initiate

- All professional staff participate in structured and ongoing collaborative learning communities
- Process to monitor the collaborative learning communities' engagement in activities to analyze and use data to improve student learning and provide training, resources, and time

Improve

- Data are collected, analyzed, and used to monitor and assess the effectiveness of the collaborative learning structures to improve student learning and professional practice
- Longitudinal data and evidence show improvements in the effectiveness of collaborative learning communities and demonstrate improvements and growth in student learning and professional practice over time

Impact

- A culture of collaboration is established, promoted, and protected to improve learner performance and organizational effectiveness

3.3 The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

Key Concepts

Initiate

- New staff and all other appropriate staff members participate and engage in structured and ongoing formal mentoring, induction, coaching and modeling programs, and opportunities
- Mentoring, induction, and instructional coaching activities are implemented and monitored to ensure quality and fidelity in achieving the purpose of the programs and activities in improving professional practice and student learning

Improve

- Data are collected, analyzed, and used to examine the impact of the mentoring, induction, and coaching programs on improving student learning and professional practice



- Longitudinal results demonstrate growth and improvements in student learning and professional practice based on the implementation of mentoring, induction, and coaching

Impact

- Support and guidance from mentors, coaches, peers, and/or leaders about observations, lesson plans, instructional delivery, student learning, and organizational norms is an embedded practice of the institution's culture

3.4 The system attracts and retains qualified personnel who support the system's purpose and direction.

Key Concepts

Initiate

- Leaders engage in ongoing processes to identify staffing needs and retain qualified staff
- Formal processes are implemented to identify personnel needs, including an assessment of talent, qualifications and sufficient numbers to ensure learner's needs are met
- Formal processes and actions are implemented and monitored to attract, recruit, and retain qualified personnel who meet the needs of the institution and the learners

Improve

- Data are collected, analyzed, and used to evaluate the effectiveness of processes implemented to recruit and retain qualified staff
- Longitudinal data and evidence indicate growth and improvements to the recruitment and retention of qualified staff based on the implementation of processes and strategies

Impact

- All staff commit and demonstrate actions related to building a culture that supports the recruitment and retention of qualified staff

3.5 The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

Key Concepts

Initiate

- All staff are engaged in the integration and planning for the use of digital resources into teaching, learning, and/or operations
- Processes are implemented to ensure the use of digital resources are integrated into the teaching, learning and operations
- Processes are implemented to provide sufficient human, material, and fiscal support for the integration of digital resources into teaching, learning and operations
- Job-embedded training and support is implemented for all staff to use appropriate digital resources that are aligned to their role in the organization with training monitored and adjusted as needed

Improve

- Data are collected, analyzed, and used to evaluate the use of digital resources for improving organizational effectiveness and student learning
- eleot® data
 - G 1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning
 - G 2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning
 - G 3. Learners use digital tools/technology to communicate and/or work collaboratively for learning
- Longitudinal data and evidence demonstrate the effective processes for operational practices and digital resources and results of the use of digital resources to improve teaching, learning, and/or operations

Impact

- All staff commit to and demonstrate actions to integrate digital resources throughout the institution to improve student learning and organizational effectiveness



3.6 The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.

Key Concepts

Initiate

- All students and staff access the institution's information resources and materials that support their needs, interests, and the teaching and learning programs
- Implementation of processes to ensure the acquisition of resources and materials align to the curricular and instructional programs and support the needs of staff and students

Improve

- Data are collected, analyzed, and used to determine the effectiveness and quality use of the resources and materials provided to support institutional programs and guide decision- making regarding resources
- Longitudinal data and evidence demonstrate the ongoing quality and effectiveness of the use of resources and materials to support instruction and student and staff needs and interests

Impact

A commitment to access and use quality resources and materials throughout the institution to support the curriculum, programs, and student and staff needs and interests

3.7 The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.

Key Concepts

Initiate

- Leadership and representatives of other key stakeholder groups are engaged in the process of planning for strategic resource management
- Formal planning processes are developed for long-range resource management, including financial projections, enrollment projections and/or demographic shifts, and facility planning (including maintenance and upgrades to existing facilities)
- Processes to monitor the implementation of the long-range plans and revisions to long-range plans based on internal data or changes in external factors such as funding or demographics

Improve

- Data are collected, analyzed, and used to evaluate the implementation of the long-range plans in achieving desired results and contributing to the effective stewardship and equitable distribution of institution resources
- Longitudinal data and evidence demonstrate the impact of implementation of long-range planning to effectively manage resources

Impact

- Leadership and the governing authority demonstrate their support for and belief in the institution's purpose and long-range plans by committing to effectively manage and use its resources

3.8 The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

Key Concepts

Initiate

- All staff have the opportunity to provide input into the identification of necessary resources that align with the institution's goals and priorities
- Processes are executed with quality and fidelity to ensure human, material, and fiscal resources are aligned, allocated, and used based on identified needs and key priorities

Improve

- Data are collected, analyzed, and used to assess the impact of the use of resources in meeting the identified goals and key priorities of the continuous improvement plan to determine return on investment
- Longitudinal data and evidence demonstrate the impact of the use of resources on the achievement of the identified goals and key priorities of the continuous improvement plan



Impact

- Resource allocations are consistently aligned to the identified goals and key priorities of the institution and their use is strongly protected

