FY 2011 - 2012

Making Meaningful Connections in the WISE Tool

A guide to assist Districts and Schools in navigation & utilization of Idaho's online reporting system

Idaho State Department of Education

Fall 2011

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Introduction

It is understood that Idaho Districts and schools use a variety of resources when planning and implementing their school improvement efforts.

The intent of this document is to provide guidance on the basic navigational use of the Idaho's WISE tool and more importantly, provide crosswalks that connect the research of high performing schools, teacher effectiveness, and other school improvement planning efforts such as Title I Schoolwide and RTI.

Change is made sustained through focus, sequence, and shared accountability. The WISE tool provides the focus and sequence while accommodating flexibility in approach.

These processes can be accounted for in Idaho's Web-based district and school improvement planning tool, the WISE (Ways to Improve School Effectiveness) tool.

Indicators of Success for Idaho District and School Improvement

In 2007, the Center on Innovation & Improvement (CII) released its Handbook on Restructuring and Substantial School Improvement. The Handbook was designed to provide states, districts, and schools with a synthesis of the research surrounding what works in school improvement. At the spring 2008 annual convention of the American Educational Research Association in New York City, AERA's Division H named the Handbook the "Outstanding Publication of the Year".

CII turned the Handbook's research into Success Indicators - guideposts of successful improvement at both the district and school level. These Success Indicators are the backbone of the Indistar System, called the WISE Tool in Idaho.

Idaho is using the Rapid Improvement track of the WISE Tool. A set of Rapid Improvement Indicators is used to anchor the work of the school or district team in working towards rapid improvement of student learning and achievement.

Using the WISE Tool, school and district teams will assess their current position relative to each Success Indicator. Schools will then plan, execute, and monitor improvement measures prompted by the Success Indicators.

The WISE tool functions similar to a global positioning system (GPS) in that it uses these Success Indicators to:

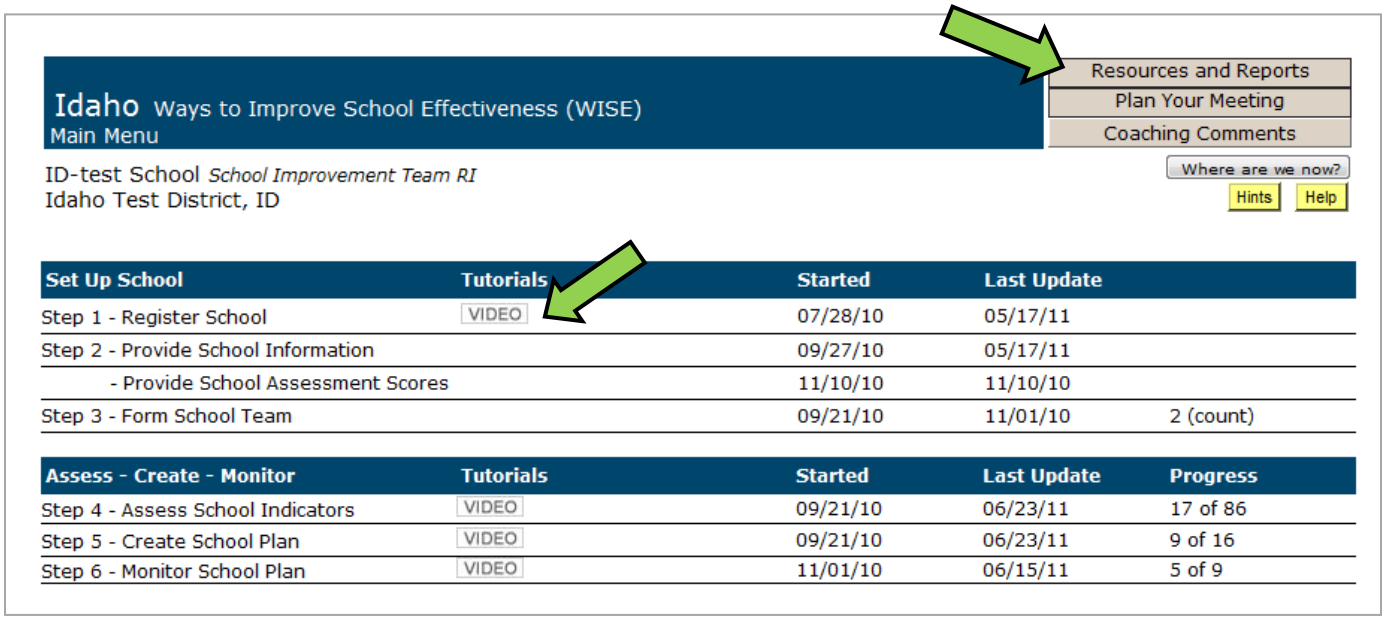
> Determine current position relative to the destination, provide detailed routes for achieving it, adapt to variations and even accommodate diversion along the way… Without losing sight of the destination: systemic and lasting improvement in teaching and learning.

WISE Tool
Basic Navigational Instructions

WISE Tool
Basic Navigational Instructions

The WISE Tool format for the school improvement plan provides explicit guidance for schools and districts to meet the requirements of the Elementary and Secondary Education Act (ESEA). Thoroughly discussing and planning for the required WISE Tool components can serve to insure that you have considered and addressed the required elements of school improvement under the ESEA (also known as NCLB).

The WISE Tool Instructions for Districts is similar to the school level process in that it follows the six step process of forming a team, assessing, planning, and monitoring the success indicators. Wise Tool Instructions for District Level Process can be found in the "Resources and Reports" section of the WISE Tool. There are video tutorials for each of the six steps on both the school and district levels.



If you have any technical questions about this web-entry system, please email indistar@adi.org for technical assistance.

For registration or program assistance, please contact Shasta Bruce at sbruce@sde.idaho.gov

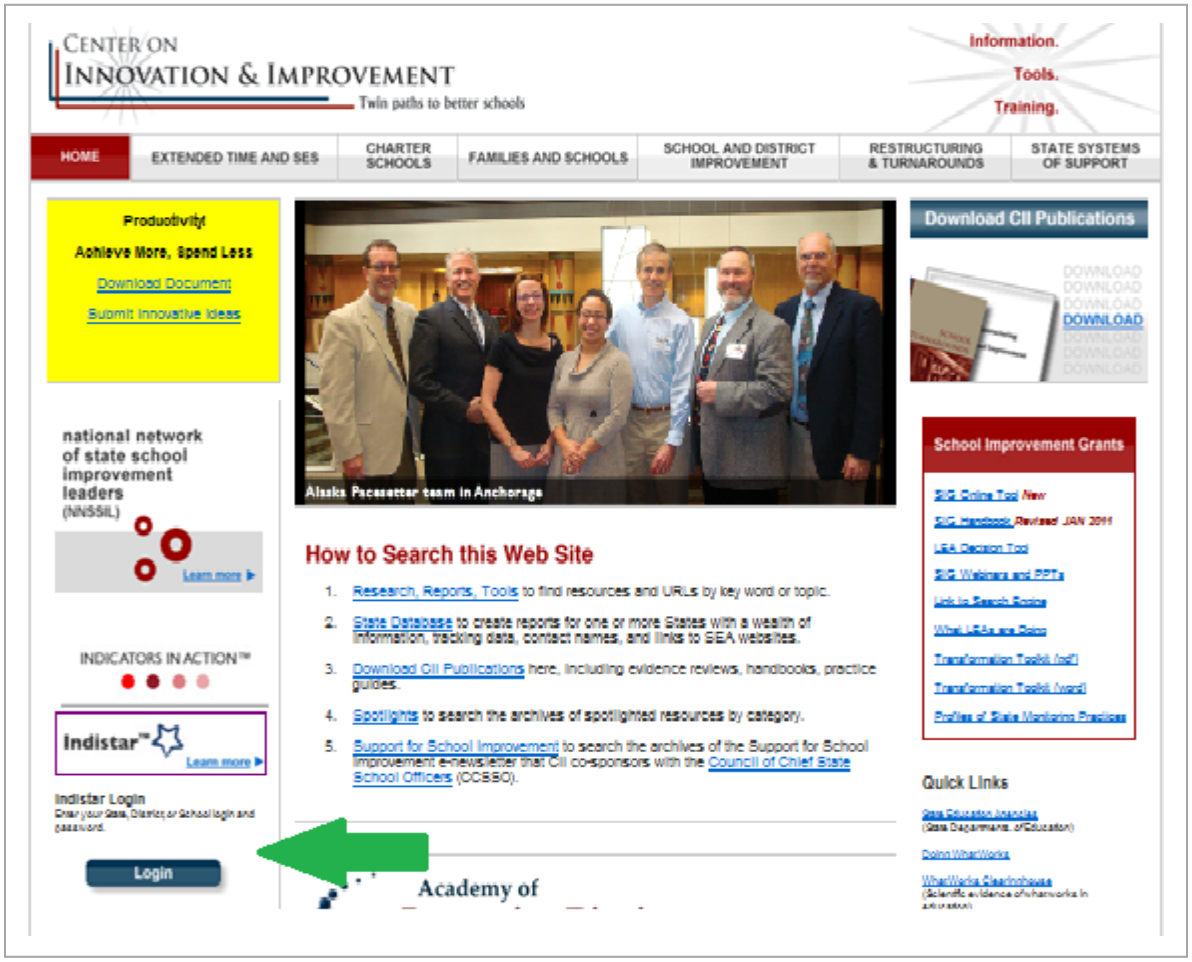
Tips for Using the WISE Tool

1. Using Indistar™ (called WISE in Idaho) requires Internet Explorer 6.0 or higher or Safari. Please do not use Firefox!
2. Use the links at the top right of most pages to move among the web pages.

If you have any technical questions about this web-entry system, please email Indistar™ at indistar@adi.org

Getting Started

1. You and your schools and districts will enter the WISE Tool system through a link on the WISE Tool website at http://www.centerii.org/SchoolRestructuring/login.aspx. You may also enter by clicking on the "Login" button on the Center for Innovation and Improvement website at www.centerii.org.



2. The privileges assigned to a person determine that person's level of access. State access allows you to see the district and school progress. District access permits a view of the district improvement team and each school's team. School access allows only a view of that school's work.

3. In a district, the superintendent and one other person designated as a "process manager" are given logins and passwords for the system.

4. In a school, the principal and one other person designated as a "process manager" are given logins and passwords for the system.

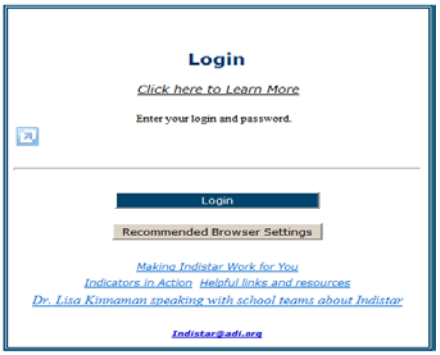
5. Typically the district also assigns a "district liaison" for each school, and that person has privileges to see that school's work.

6. Coaches assigned to assist a district or school team also receive logins with privileges to view and offer coaching comments for that district or school.

*A list of Login Access Descriptions can be found on the "Resources and Reports" section.

Logging In

When the district registers your school, the school login and password information will be sent to the school principal and the process manager, if the school has named one. With this information in hand, you may return to the Login page to enter the system. Remember, this web-entry requires you to use Internet Explorer 6.0 or higher, or Apple Safari. Please do not use Firefox.



School-Level Process

The Dashboard

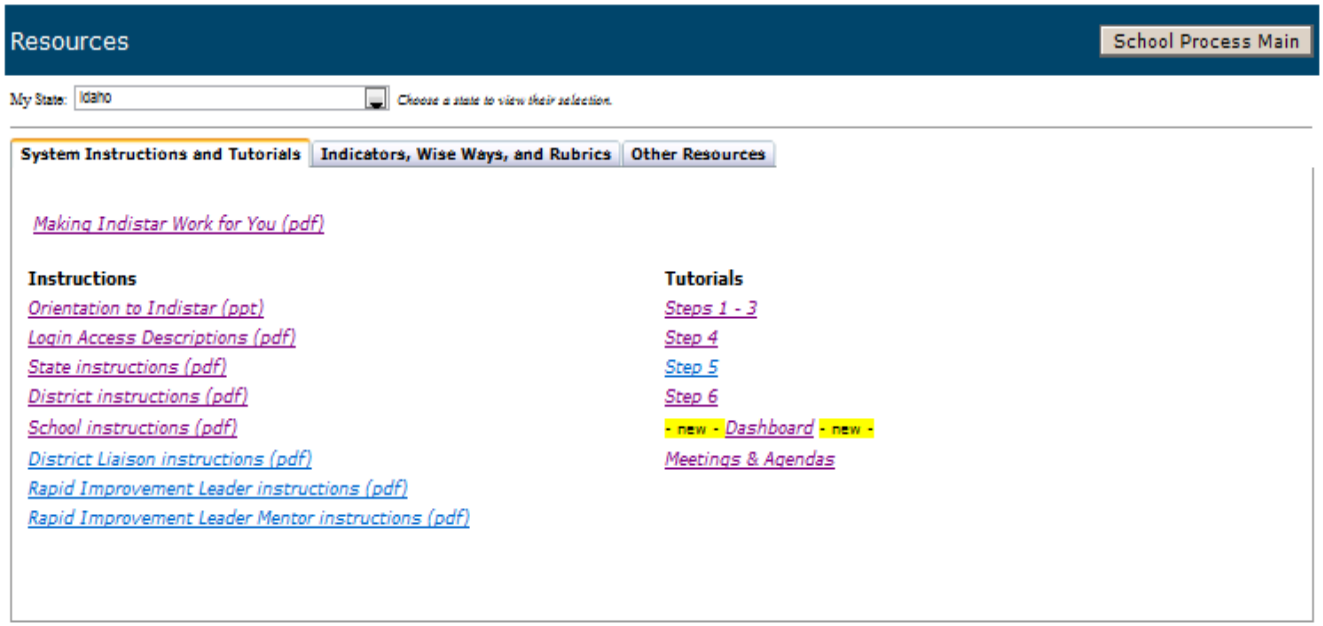
The Dashboard is your opening page upon logging in. To enter the WISE Tool, click the Ways to Improve School Effectiveness (WISE) - School Indicators link under Indicator-Based Planning Tools on the dashboard.

A Dashboard orientation training video can be access through “Resources and Reports”.

The “Resources and Reports” section offers three levels of support divided into three tabs. Click the first tab “System Instructions and Tutorials”. There you will find another way to access video tutorials on the six steps of the WISE planning process as well as, the dashboard orientation video tutorial. There are also PDF versions of the Tutorials.

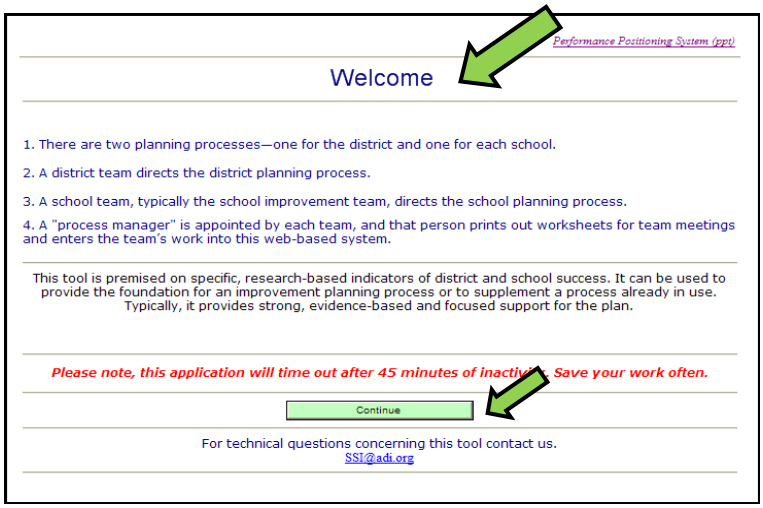
The second tab, “Indicators, Wise Ways and Rubrics” is for those states that created their own indicators providing Indistar with research and rubrics. Idaho users will not use this tab.

The third tab, “Other resources”, provides a list of indicators (PDF version) for you to view, save, or print; and links to additional resources. This is true for both district and school level processes.



The Welcome Page

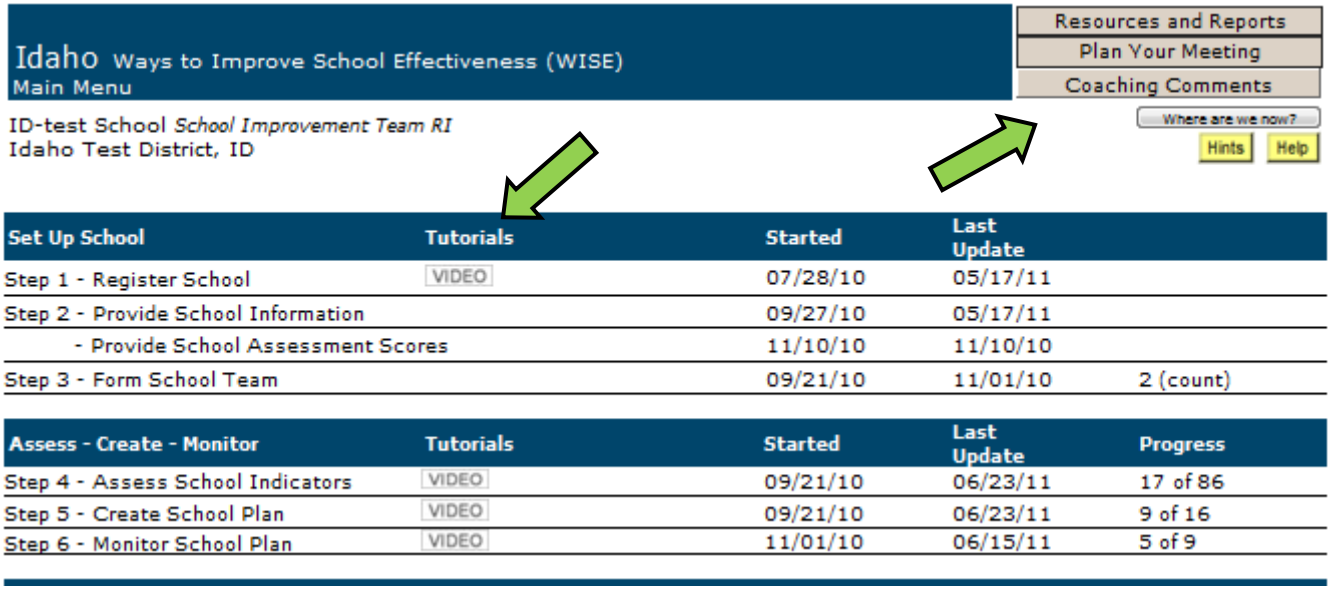
The welcome page appears once you click or enter one of the planning tools. Click the “Continue” button to move into the WISE Tool web entry system.



The Six Steps in the WISE Tool

Entering / Editing School Data

This Improvement Process includes the 6 steps listed here. As you work through each step, the date you have completed, started or last updated will be shown in the table. In the top right corner of the page, you will see four navigational buttons that will take you to other useful tools within the WISE system. You will also find a “Help” button to give you extra guidance throughout the process. If, at any point, you would like to return to this page, simply click the “School Process Menu” button, located at the top, right of your screen. You will also see information for all of the team members (coaches, principal, mentor, etc.) located just below the six steps. Please note that video tutorials for each step can be accessed in this section of the WISE tool.



Step 1: Register School

This data is entered by the district at the time the school is registered for the improvement process. The data may be edited, if necessary, but be sure to click “Save” to save your changes. Use the link at the top right of the page to return to the School Main Page

Again, there is a tutorial video on Steps 1-3 found in the “Resources and Reports” section or directly on the WISE processing screen as mentioned above.

Step 2: Provide School Information

In this two-page form you will enter demographic and assessment data for your school, as well as School Assessment Scores. You may print a copy of this page to use when gathering the data, and then return to this section to enter the information. Step 2 is optional for Idaho users. If you would like to use Step 2 as part of your internal process please access the video tutorials.

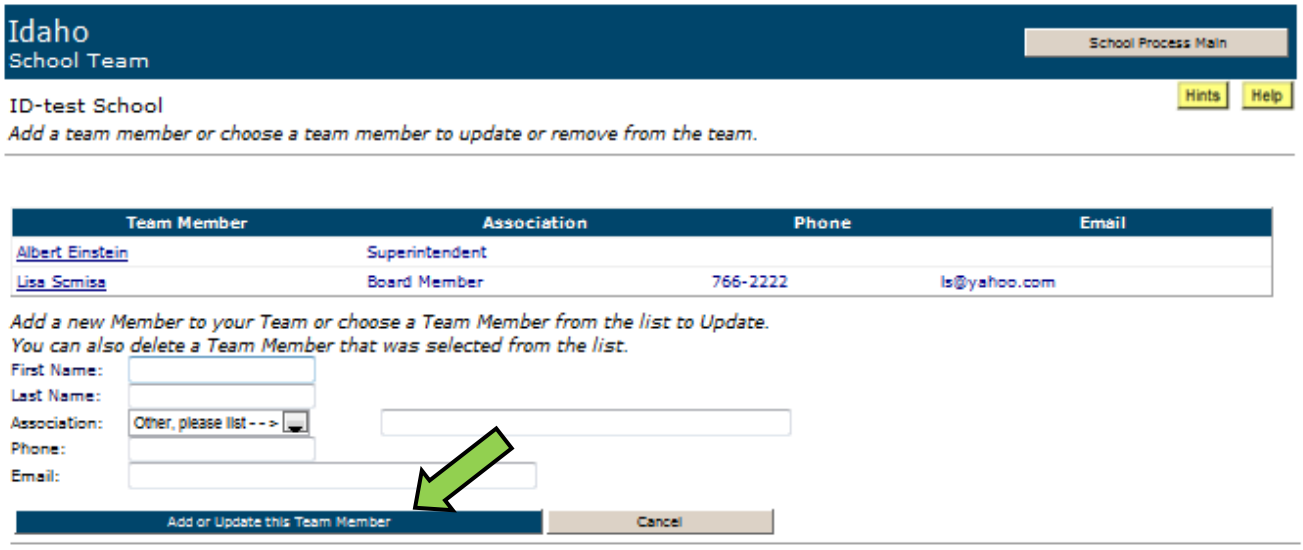
Step 3: Form School Team

Here you will enter information pertaining to the members of your School Team. This team should include your principal, your process manager (if different than your principal), and any others you choose to include from the school and community. Use the “Add or Update this Team Member” button

to enter the information for each team member. Click the same button to save the changes. If you need to edit or delete team member's information, just click on his/her name to make your changes. Remember to click the update button to save after adding or editing information.

Now, you may have more than one school team (for example: Response to Intervention Team), you may notice on Step 3 that you will be asked if you would like to add a team member from another team, to your team. If you would like to do so, simply select the team members name and click on the "Add the selected member(s) to my Team".

Use the link at the top of the page to return to the main menu. (A blank version of this form may be printed using the "Worksheets" link under the "Plan Your Meeting" button on the School Main Menu page.)



Step 4: Assess School Indicators

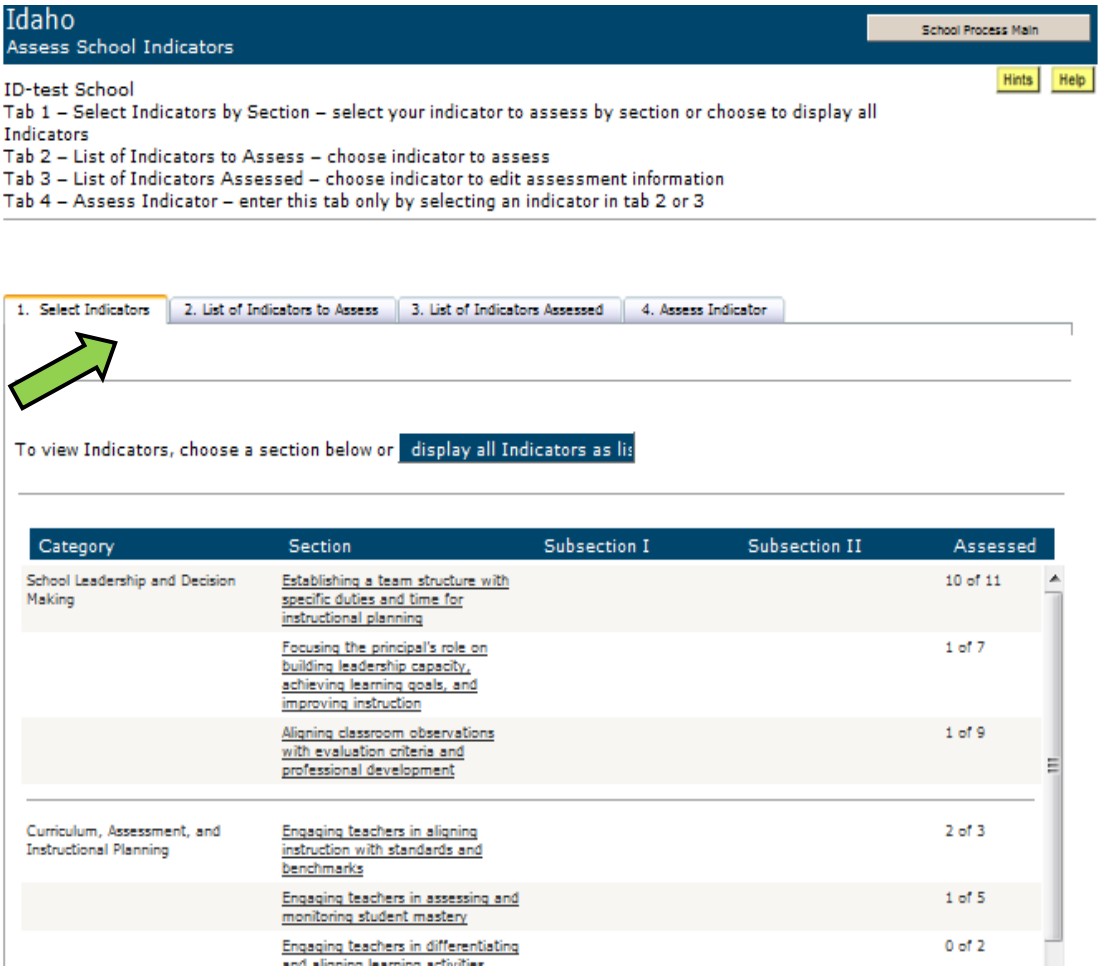
Indicators are a checklist of specific actions for developing and implementing a successful improvement plan. Indicators can identify needs and strengths of the improvement process.

There are four tabs in this section that you will be moving through while assessing indicators. You will begin by selecting an indicator and completing the forms to assess whether they are strengths or areas in need of improvement.

Tab 1: Select Indicators by Section

There are two ways to choose an indicator to assess…If you choose to filter the indicators and just look at them one section at a time, click the "Select Indicators by Section" tab. Choose the section of indicators that you would like to work with to see only that portion of the Indicators. If you would like to look at ALL of the indicators, rather than by section, you may do so by clicking the "Display All Indicators" button. Now you will begin the process of assessing indicators. (If you're working with

indicators by section, you may return to this tab at any time to change the section of indicators to review.)



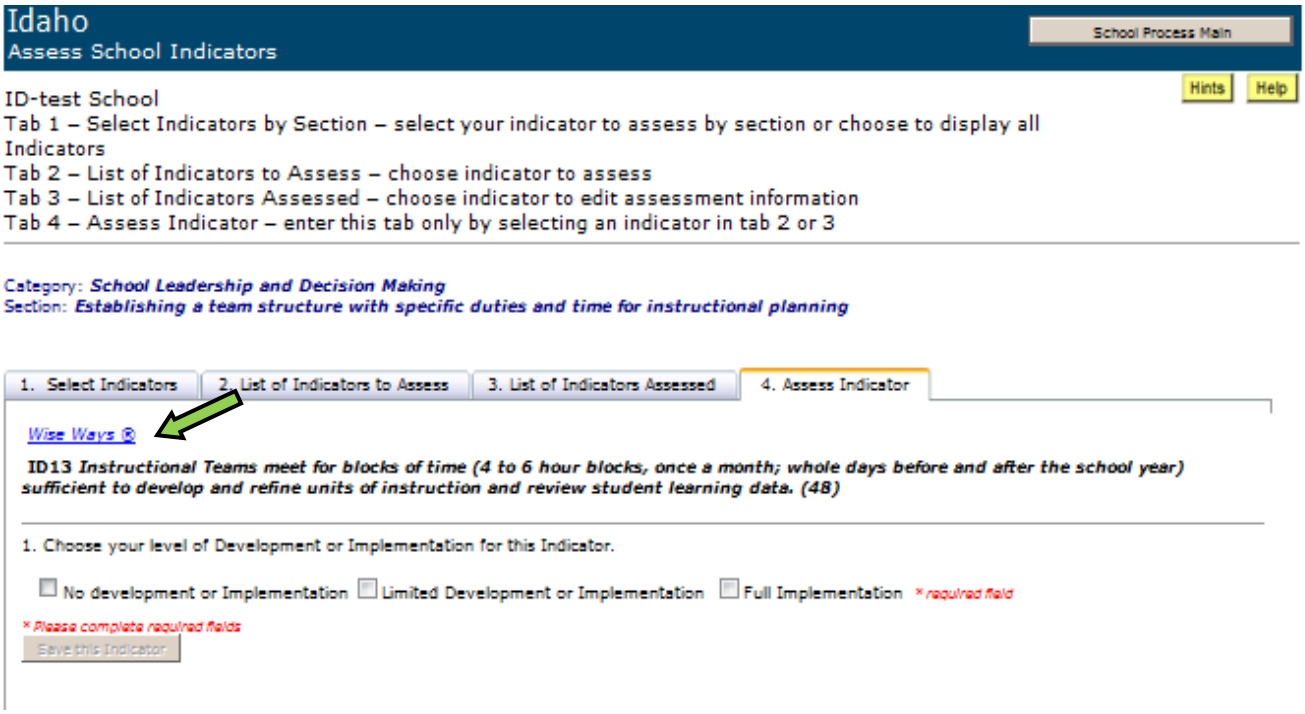
Tab 2: List of Indicators to Assess

This tab shows all the indicators that need to be assessed. Click on an indicator to begin entering your assessment information.

Tab 3: List of Indicators Reviewed

Any Indicators that have been assessed will be listed under this tab. If you would like to edit the assessment information you've entered for an Indicator, you may do so here. Any Indicators that you have chosen to exclude from your plan will be shown in red. All other indicators will be used in creating your plan. (Note: You may change the assessment of an indicator up until you have entered plan information for that indicator in Step 5.)

Tab 4: Assess Indicator



In this tab, you will find the form for assessing your indicators. Click on an indicator in Tab 2 or 3 to open it in the assessment form. Once you have chosen an indicator, you will also see a Wise Ways® link next to the Indicator. The Wise Ways® link will take you to research-based evidence and examples that will be helpful in assessing each indicator.

The first step in assessing your indicator is to determine its level of implementation in your school. There are three levels of implementation to choose from. Depending on the level, you will be asked for additional information.

NOTE: You may edit an indicator's level of development until you have created a plan or entered tasks for it. Once you have created a plan for the indicator, you are not able to edit the level of development, but you may still go back and make changes to the Priority Score, the Opportunity Score, and the description of the current level of development or implementation.

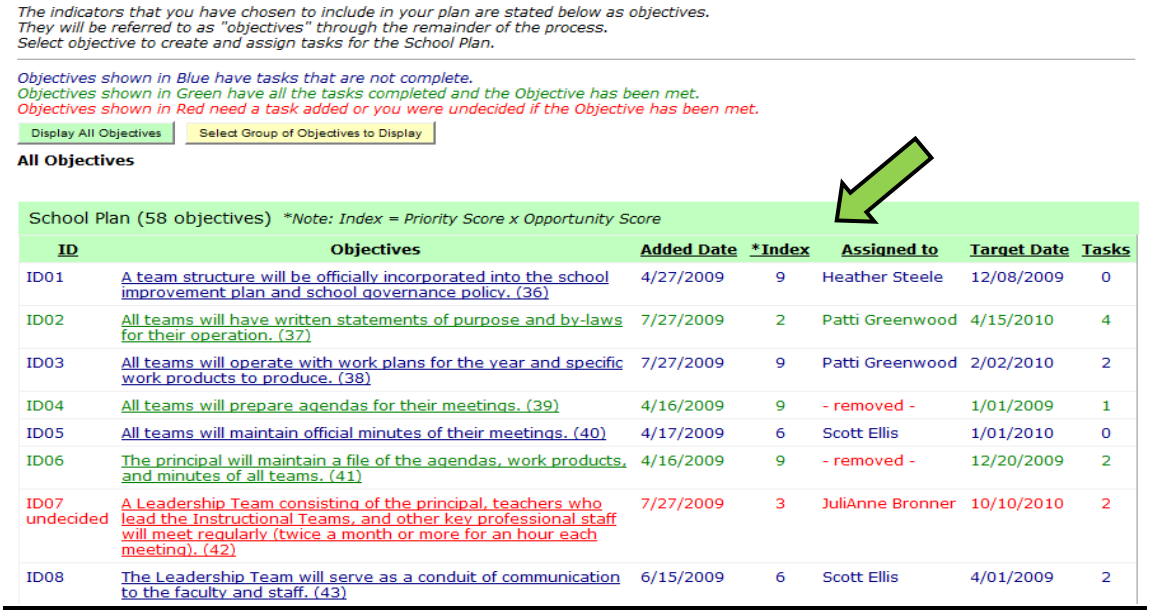
- **No Development or Implementation:** If you choose "No Development", you will then need to determine if the indicator is a priority and will be included in your plan, or "Not a priority or Interest". If the indicator is not a priority or interest, you will be asked to explain why. If you would like the indicator to be included in your plan, you will need to complete the "Priority Score", "Opportunity Score", and briefly describe your current level of development.

- **Limited Development:** You will be asked to provide the "Priority Score", "Opportunity Score", and briefly describe your current level of development.

- **Full Implementation:** If your team determines that your school is fully implementing the indicator you are working with, you will be asked to please give **a *detailed explanation of the evidence*.** Also describe the continued work that will be necessary to sustain your efforts.

Now that you have assessed your indicators, it is time to create your plan. The indicators that you have chosen to include in your plan are listed in Step 5 as 'objectives'. (Indicators will now be referred to as objectives.) For each objective, you will see the date that you chose to include it in your plan and the Index number (Priority Score X Opportunity Score). This information is helpful in deciding which objectives to start with. You are now ready to begin assigning objectives to members of your team and the work of improvement begins!

NOTE: When choosing which objectives to work with, it is suggested that you work on objectives with the highest Index number first. (Index numbers are based on the priority rating that you determined, as well as the opportunity of addressing the objective.)



The indicators that you have chosen to include in your plan are stated below as objectives.
They will be referred to as "objectives" through the remainder of the process.
Select objective to create and assign tasks for the School Plan.

Objectives shown in Blue have tasks that are not complete.
Objectives shown in Green have all the tasks completed and the Objective has been met.
Objectives shown in Red need a task added or you were undecided if the Objective has been met.

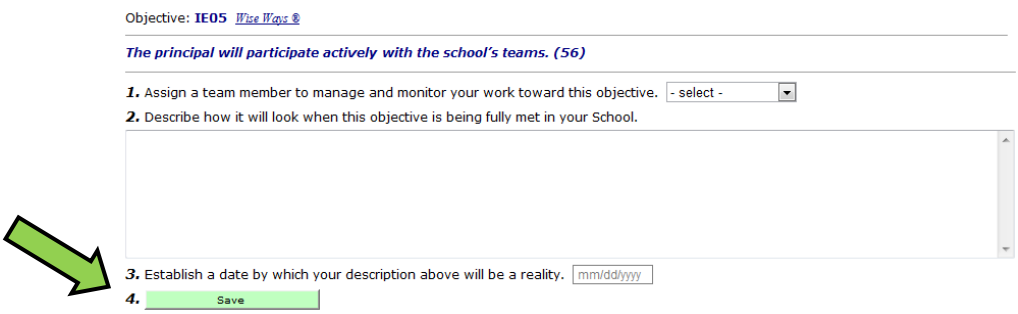
Display All Objectives | Select Group of Objectives to Display

All Objectives

School Plan (58 objectives) **Note: Index = Priority Score x Opportunity Score*

ID	Objectives	Added Date	*Index	Assigned to	Target Date	Tasks
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (36)	4/27/2009	9	Heather Steele	12/08/2009	0
ID02	All teams will have written statements of purpose and by-laws for their operation. (37)	7/27/2009	2	Patti Greenwood	4/15/2010	4
ID03	All teams will operate with work plans for the year and specific work products to produce. (38)	7/27/2009	9	Patti Greenwood	2/02/2010	2
ID04	All teams will prepare agendas for their meetings. (39)	4/16/2009	9	- removed -	1/01/2009	1
ID05	All teams will maintain official minutes of their meetings. (40)	4/17/2009	6	Scott Ellis	1/01/2010	0
ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (41)	4/16/2009	9	- removed -	12/20/2009	2
ID07 undecided	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (42)	7/27/2009	3	JuliAnne Bronner	10/10/2010	2
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (43)	6/15/2009	6	Scott Ellis	4/01/2009	2

i. Define Objective & Assign Task: For each objective that you decide to work with, you will need to assign a specific School Team member to manage and monitor the progress. *(If the person that you are assigning the objective to is a team member, but is not listed here, please return to Step 3 and add them before proceeding.) To give some direction to those working on this objective, you must describe how the objective will look once it is completed and implemented. The Wise Ways® link next to the objective will be very helpful in creating your plan. Finally, you must choose a date by which the objective will become a reality. Click "Save" when you are finished with these three steps. If you would like to continue on and create tasks for this objective now, click on the "Add Tasks" button. If you would like to return to the list of all objectives, click "Objective List" at the top right of the page.



Objective: **IE05** *Wise Ways ®*

The principal will participate actively with the school's teams. (56)

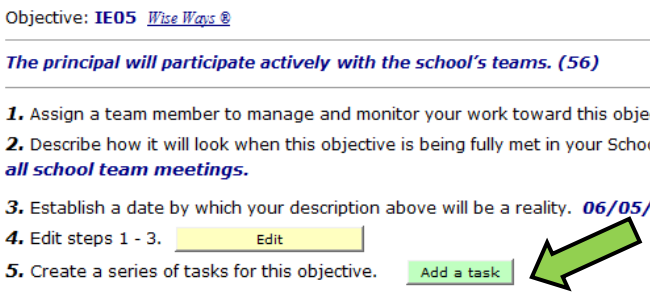
1. Assign a team member to manage and monitor your work toward this objective. - select -

2. Describe how it will look when this objective is being fully met in your School.

3. Establish a date by which your description above will be a reality. mm/dd/yyyy

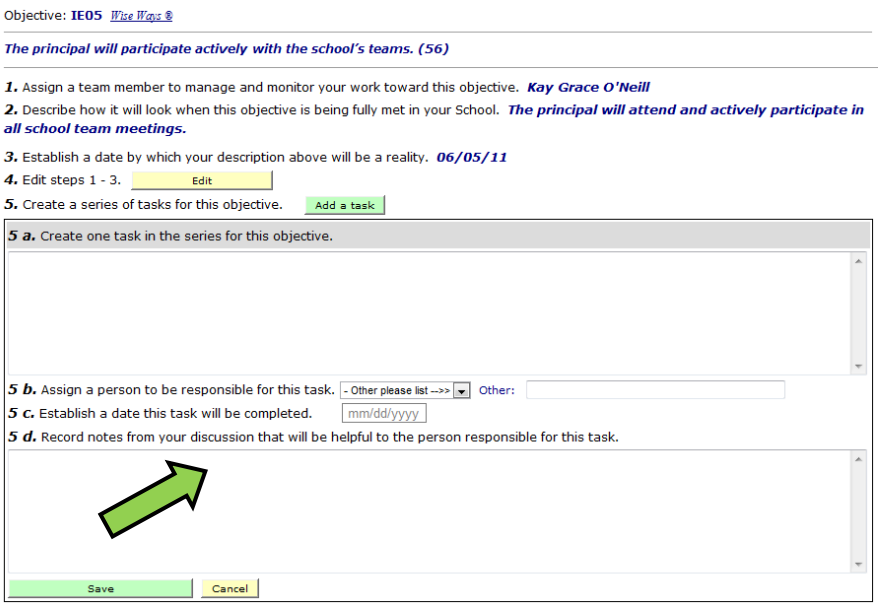
4. Save

ii. Create Tasks: Once the objective has been assigned to a specific team member, you will create a list of tasks needed to complete (or meet) the objective. Click “Add Tasks” if you have not already done so. If you have previously entered tasks for this objective, you will see them listed toward the bottom of this web page. This is where you will enter information for your new task or edit a previously written task.



iii. Describe and Assign Tasks – Enter a description for each task that will be helpful in working toward meeting the objective. Assign each task to either a School Team member OR choose “Other” and enter the name of that person in the appropriate box. You will also need to enter a date by which this task should be completed and any additional notes about the task that will be helpful for the person to which it is assigned. Click “Save” once you have finished. Repeat this process to enter all tasks for the objective.

You may edit any of this information at any time. Just be sure to save any changes that you make.



Step 6: Monitor School Improvement Plan

Now that your plan has been created for an indicator, you will work to complete the assigned tasks and put the indicators into place in your school. The list of objectives will show the person on the school team that is assigned to a task, the target date, and the number of tasks for each objective. Each objective is color-coded as follows:

- **Blue** - Objectives for which all tasks are not yet complete.
- **Green** - All tasks for the objective have been completed, and no further work is necessary.
- **Red** - All tasks have been completed, but the team has decided that objective still needs some work or the team is undecided if the objective needs more work. *

School Plan (27 objectives)

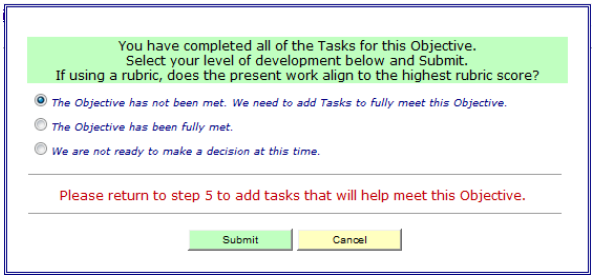
ID	Select Objective to update task progress.	Assigned to	Target Date	Tasks	% Tasks Completed	Objective Met
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (36)	Heather Steele	12/08/2009	0	0 %	
ID02	All teams will have written statements of purpose and by-laws for their operation. (37)	Kay Grace O'Neill	04/15/2010	4	100 %	10/30/2009
ID03	All teams will operate with work plans for the year and specific work products to produce. (38)	Scott Ellis	02/02/2010	2	0 %	
ID04	All teams will prepare agendas for their meetings. (39)	Kay Grace O'Neill	01/01/2009	1	100 %	07/27/2009
ID05	All teams will maintain official minutes of their meetings. (40)	Scott Ellis	01/01/2010	0	0 %	
ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (41)	Kay Grace O'Neill	12/20/2009	2	100 %	10/30/2009
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (42)	JuliAnne Bronner	10/10/2010	2	100 %	undecided
ID08	The Leadership Team will serve as a conduit of	Scott Ellis	04/01/2009	2	0 %	

* If an objective is red because the team feels that more work needs to be done to call the objective complete, "add task" will display for that objective in the last column. You will also see "add task" next to the objective in Step 5. If the team is still undecided whether they want to call the objective complete and fully implemented, then "undecided" will display for that objective in the last column. Once you have created and completed any tasks added to this objective, you will again be asked if the objective is now complete.

i. Monitoring the completion of tasks: When you click an objective that has not yet been completed, you will see this screen. Listed here are the tasks created for the objective, the team member to whom it is assigned, and the target date for completion. You will monitor the work being done and enter the date that each task is completed.

ii. Once all tasks have been completed for an objective, you will need to decide whether you are satisfied that the objective is in fact complete OR that the objective is not yet complete and the team to add more tasks. Here are the steps to follow when deciding on the completion of an objective:

- If the team members decide that the objective could still use more work, choose the statement that says "The Objective has not been met…" You will then be directed to return to Step 5 to create more tasks.



- If the team has decided that the objective is complete check the appropriate box ("The Objective has been fully met") and hit submit. You will then be asked to describe your experience and work that will be needed to sustain this objective.
- If you are undecided about the completion of the objective, choose "We are not ready to make a decision at this time" and return later when you have come to a conclusion. You will see the word "undecided" in Step 5 next to that objective. You will then be able to update the objective status.

Features in the Wise Tool

Resources and Reports

Resources: Again, this page offers three levels of support divided into three tabs. The first tab, "System Instructions and Tutorials", provides video tutorials on the six steps of the WISE tool as well as instructions in PDF versions. The second tab, "Indicators, Wise Ways and Rubrics" are for those states that created their own indicators providing Indistar with the research and rubrics. Idaho users will not use this tab. The third tab, other resources, provides a list of indicators (PDF version) for you to view, save, or print; and links to additional resources.

Reports: On this page is a list of reports that are available to view or share the data you've entered into this web system.

Plan Your Meeting

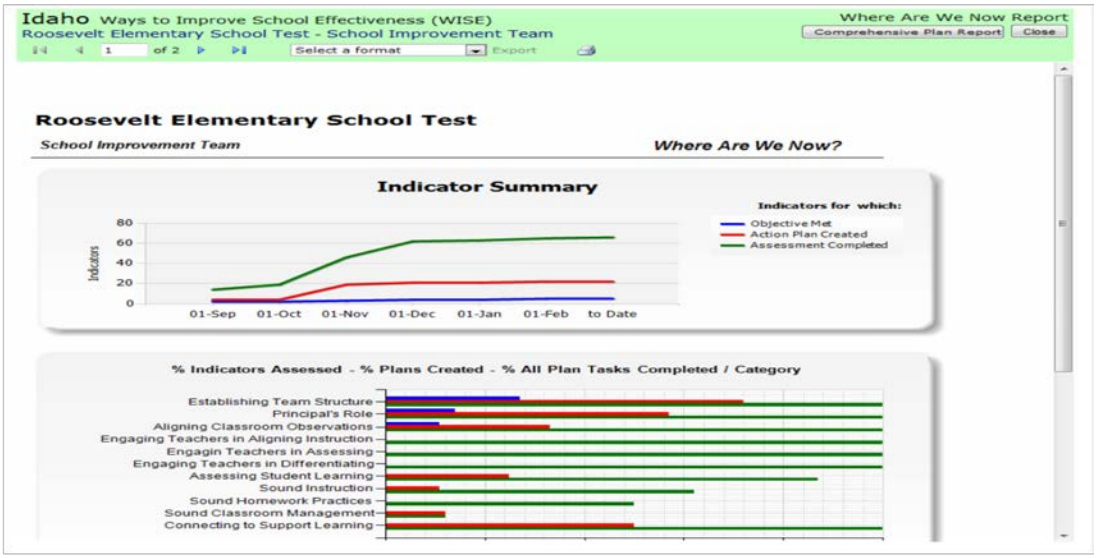
This is an optional feature in the WISE that provides teams a way to document and house all meeting information. Here you will find the web pages needed to plan for your team meetings. You will enter your agenda and meeting minutes, print worksheets for use during your meetings, and print Wise Ways® (helpful resources for creating your plan). If your team is using Rubric, you will also need to print these out for each indicator that you plan to assess at each meeting.

Coaching Comments

Clicking this button will open the Coaching Comments application. Coaching Comments is a quick communication tool between two different parties. Coaching Comments was designed to be a quick communication tool to be used school and their coaches. However it should not replace in-depth discussions via email or phone. These "connections" can be made District to School, District Liaison to School, and Consultant to School. If you have received a new coaching comment, you will see a message on this web page (in red) indicating this. You then should go to the "Coaching Comments" on the top, right of your screen to read and/or respond. The comments are listed in date order, with the "coach" comments in green and the school responses in blue.

Where are we now?

This button will take you to a summary report of all information compiled for your indicators. The bar graph report shows indicators in three stages of progress: Assessment Completed, Action Plan Created and Objective Met. The second half of the report breaks down the indicators in to three categories, as well.



Indicators in Action

"Indicators in Action" provides modules of professional development tools, training, and videos aligned in the WISE Tool and ready to use. "Indicators in Action" is ideal for professional development, faculty meetings and workshops, and as a tutorial for individual educators. You can access these directly above the login at the www.centerii.org or within the "Resources and Reports" section under the tab of "System Instructions and Tutorials".

WISE Tool Indicators

The WISE (Ways to Improve School Effectiveness) Tool is Idaho's web-based improvement planning tool for schools and districts. It unites people within and across systems, aligns them in effort, deploys them in partnership, and guides them to success. The WISE Tool, developed by the Center for Innovation & Improvement, utilizes 86 School Indicators and 34 District Indicators.

The WISE Tool has many support features built into the tool that provides schools and districts with best practice research at their finger-tips, linked to the areas used for planning. Additionally, Indicators in Action provides modules of professional development tools, training, and videos aligned in the WISE Tool and ready to use.

For more information, please contact:

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School Improvement Programs Specialist
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http://csi.boisestate.edu/improvement/WISETool/

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy.	1. Clear & Shared Focus 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	
ID02	All teams have written statements of purpose and by-laws for their operation.	1. Clear & Shared Focus 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	
ID03	All teams operate with work plans for the year and specific work products to produce.	1. Clear & Shared Focus 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	
ID04	All teams prepare agendas for their meetings.	1. Clear & Shared Focus 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	
ID05	All teams maintain official minutes of their meetings.	1. Clear & Shared Focus 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams.	1. Clear & Shared Focus 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	V. Overarching factors ☐ Leadership
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets	1. Clear & Shared Focus 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
	regularly (twice a month or more for an hour each meeting).				
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff.	1. Clear & Shared Focus 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.	1. Clear & Shared Focus 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	IV. Data-based decision-making ▪ Decision making process V. Overarching Factors ▪ Leadership ▪ Staff qualifications ▪ Culturally and Linguistically Responsive
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	I. Screening ▪ Screening Tools II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Articulation of teaching and learning
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	I. Screening ▪ Screening Tools II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Articulation of teaching and learning

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 5. Curriculum, Instruction & Assessments Aligned with State Standards 6. Frequent Monitoring of Learning & Teaching	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	H. Teachers are included in the decision making process	V. Overarching factors ▪ Leadership
IE05	The principal participates actively with the school's teams.	2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities		V. Overarching factors ▪ Leadership
IE06	The principal keeps a focus on instructional improvement and student learning outcomes.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 6. Frequent Monitoring of Learning & Teaching	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities		II. Multi-level prevention system ▪ Primary prevention level /Core ▪ Secondary Level Prevention ▪ Tertiary Level Prevention ▫ Fidelity ▫ Instruction IV. Data-based decision-making ▪ Decision-making process V. Overarching factors ▪ Prevention Focus ▪ Leadership
IE07	The principal monitors curriculum and classroom instruction regularly.	1. Clear & Shared Focus 3. Effective School Leadership 4. High Levels of Collaboration & Communication 6. Frequent Monitoring of Learning & Teaching	Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities		V. Overarching factors ▪ Leadership

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 6. Frequent Monitoring of Learning & Teaching 8. Supportive Learning Environment	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities		V. Overarching factors ▪ Prevention Focus
IE09	The principal challenges, supports and monitors the correction of unsound teaching practices.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 5. Curriculum, Instruction & Assessments Aligned with State Standards 6. Frequent Monitoring of Learning & Teaching	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities		II. Multi-level prevention system ▪ Primary prevention level /Core ▪ Secondary Level Prevention ▪ Tertiary Level Prevention ▫ Fidelity
IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication	Domain 4: Professional Responsibilities		V. Overarching factors ▪ Leadership
IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and	3. Effective School Leadership 4. High Levels of Collaboration & Communication 8. Supportive Learning Environment 9. High Levels of Family &	Domain 4: Professional Responsibilities	F. Teachers are included in the decision making process	V. Overarching factors ▪ Communications with parents

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
	suggestions for improvement.	Community Involvement			
IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 6. Frequent Monitoring of Learning & Teaching	Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	D. High Quality Professional Development	II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Fidelity ▫ School-based professional development ▪ Secondary Level Prevention ▪ Tertiary Level Prevention ▫ Fidelity
IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 6. Frequent Monitoring of Learning & Teaching	Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	D. High Quality Professional Development	II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Fidelity ▫ School-based professional development ▪ Secondary Level Prevention ▪ Tertiary Level Prevention ▫ Fidelity III. Progress Monitoring ▪ Administration Process
IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 5. Curriculum, Instruction & Assessments Aligned with State Standards 6. Frequent Monitoring of Learning & Teaching 7. Focused Professional Development	Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	B. Reform Strategies D. High Quality Professional Development	II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Fidelity ▫ School-based professional development ▪ Secondary Level Prevention ▪ Tertiary Level Prevention ▫ Fidelity
IF04	Professional	2. High Standards &	Domain 1: Planning and	B. Reform Strategies	II. Multi-level prevention system

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
	development for teachers includes observations by peers related to indicators of effective teaching and classroom management.	Expectations for All Students 4. High Levels of Collaboration & Communication 7. Focused Professional Development	Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	D. High Quality Professional Development	▪ Primary prevention level /Core ▫ Fidelity ▫ School-based professional development ▪ Secondary Level Prevention ▪ Tertiary Level Prevention ▫ Fidelity
IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 6. Frequent Monitoring of Learning & Teaching	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	B. Reform Strategies D. High Quality Professional Development	II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Fidelity ▫ School-based professional development ▪ Secondary Level Prevention ▪ Tertiary Level Prevention ▫ Fidelity III. Progress Monitoring ▪ Administration Process
IF06	Teachers are required to make individual professional development plans based on classroom observations.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 7. Focused Professional Development	Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	D. High Quality Professional Development	II. Multi-level prevention system. ▪ Primary prevention/Core curriculum. ▫School-based professional development
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 7. Focused Professional	Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	B. Reform Strategies D. High Quality Professional Development	II. Multi-level prevention system. ▪ Primary prevention/Core curriculum. ▫School-based professional 0 development

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
		Development			
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 4. High Levels of Collaboration & Communication 7. Focused Professional Development	Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities	B. Reform Strategies D. High Quality Professional Development	II. Multi-level prevention system. ▪ Primary prevention/Core curriculum. ▫School-based professional development III. Progress Monitoring ▪ Administration Process
IF10	The principal plans opportunities for teachers to share their strengths with other teachers.	1. Clear & Shared Focus 3. Effective School Leadership 4. High Levels of Collaboration & Communication 7. Focused Professional Development	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	D. High Quality Professional Development	II. Multi-level prevention system. ▪ Primary prevention/Core curriculum. ▫School-based professional development
IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 5. Curriculum, Instruction & Assessments Aligned with State Standards	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities		II. Multi-level prevention system. ▪ Primary prevention/Core ▫ Research-based curriculum materials ▫ Articulation of teaching and learning ▪Secondary and Tertiary Prevention ▫ Evidence-based curriculum materials
IIA02	Units of instruction include standards-based objectives and criteria for mastery.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities		II. Multi-level prevention system. ▪ Primary prevention/Core ☐ Research-based curriculum materials

WISE Tool Indicators	9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
	4. High Levels of Collaboration & Communication 5. Curriculum, Instruction & Assessments Aligned with State Standards			▪ Secondary and Tertiary Prevention ☐ Evidence-based curriculum materials IV. Data-based decision-making ▪ Decision-making process
IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 5. Curriculum, Instruction & Assessments Aligned with State Standards	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities		I. Screening ▪ Screening Tools II. Multi-level prevention system. ▪ Primary prevention/Core ☐ Research-based curriculum materials ▪ Secondary and Tertiary Prevention ☐ Evidence-based curriculum materials
IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 5. Curriculum, Instruction & Assessments Aligned with State Standards 6. Frequent Monitoring of Learning & Teaching	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	I. Assistance for Low-Achieving Students	I. Screening ▪ Universal Screening II. Multi-level prevention system ▪Secondary Prevention ▫Compliments Core Curriculum ▫Addition to Primary ▪Tertiary Prevention ▫Addition to Primary
IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	I. Assistance for Low-Achieving Students	I. Screening ▪ Universal Screening II. Multi-level prevention system

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
	covered by the unit of instruction.	State Standards 8. Supportive Learning Environment			▪Secondary Prevention ▫Compliments Core Curriculum ▫Addition to Primary ▪Tertiary Prevention ▫Addition to Primary
IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 4. High Levels of Collaboration & Communication 5. Curriculum, Instruction & Assessments Aligned with State Standards	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	I. Assistance for Low-Achieving Students	IV. Data-based decision-making ▪ Decision making process
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.	2. High Standards & Expectations for All Students 4. High Levels of Collaboration & Communication 5. Curriculum, Instruction & Assessments Aligned with State Standards 8. Supportive Learning Environment	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	I. Assistance for Low-Achieving Students	II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Instruction ▪Secondary Prevention ▫Compliments Core Curriculum ▫ Instruction ▫Addition to Primary ▪Tertiary Prevention ▫ Instruction ▫ Addition to Primary
IIB05	Teachers re-teach based on post-test results.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 6. Frequent Monitoring of Learning & Teaching 8. Supportive Learning	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities	I. Assistance for Low-Achieving Students	II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Instruction ▪Secondary Prevention ▫Compliments Core Curriculum ▫ Instruction

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
		Environment			▫Addition to Primary ▪Tertiary Prevention ▫ Instruction ▫ Addition to Primary
IIC01	Units of instruction include specific learning activities aligned to objectives.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 8. Supportive Learning Environment	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities		II. Multi-level prevention system. ▪ Primary prevention/Core ▫ Research-based curriculum materials ▫ Articulation of teaching and learning ▪ Secondary and Tertiary Prevention ▫ Evidence-based curriculum materials ▫ Addition to Primary
IIC03	Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 8. Supportive Learning Environment	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 4: Professional Responsibilities		II. Multi-level prevention system. ▪ Primary prevention/Core ▫ Research-based curriculum materials ▫ Articulation of teaching and learning
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 1: Planning and Preparation Domain 3: Instruction		I. Screening ▪ Universal Screening III. Progress Monitoring ▪ Frequency of monitoring
IID03	Teachers receive timely reports of results from	3. Effective School Leadership 6. Frequent Monitoring of	Domain 1: Planning and Preparation		II. Multi-level prevention system ▪ Primary prevention level

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
	standardized and objectives-based tests.	Learning & Teaching 8. Supportive Learning Environment	Domain 3: Instruction		/Core, Secondary and Tertiary prevention level ▫ Instruction
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 5. Curriculum, Instruction & Assessments Aligned with State Standards 6. Frequent Monitoring of Learning & Teaching 8. Supportive Learning Environment	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities		II. Multi-level prevention system ▪ Secondary and Tertiary prevention level ▫ Determining responsiveness to intervention IV. Data-based decision-making ▪ Decision-making process
IID07	The Leadership Team monitors school-level student learning data.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 5. Curriculum, Instruction & Assessments Aligned with State Standards 6. Frequent Monitoring of Learning & Teaching 8. Supportive Learning Environment	Domain 3: Instruction Domain 4: Professional Responsibilities		I. Screening ▪ Universal Screening II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Instruction ▪ Secondary and Tertiary prevention ▫ Instruction ▫ Determining responsiveness to intervention III. Progress Monitoring ▪ Progress Monitoring Tools

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	1. Clear & Shared Focus 2. High Standards & Expectations for All Students 3. Effective School Leadership 4. High Levels of Collaboration & Communication 5. Curriculum, Instruction & Assessments Aligned with State Standards 6. Frequent Monitoring of Learning & Teaching 8. Supportive Learning Environment	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities		I. Screening ▪ Universal Screening II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Fidelity ▫ Instruction ▪ Secondary and Tertiary prevention ▫ Fidelity ▫ Instruction ▫ Determining responsiveness to intervention III. Progress Monitoring IV. Data-based decision-making ▪ Decision making process
IID09	Instructional Teams use student learning data to plan instruction.	2. High Standards & Expectations for All Students 4. High Levels of Collaboration & Communication 6. Frequent Monitoring of Learning & Teaching 8. Supportive Learning Environment	Domain 1: Planning and Preparation Domain 3: Instruction		II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Instruction ▪ Secondary and Tertiary prevention ▫ Instruction ▫ Determining responsiveness to intervention IV. Data-based decision-making ▪ Decision making process
IID10	Instructional Teams use student learning data to identify students in need	2. High Standards & Expectations for All Students 4. High Levels of Collaboration	Domain 1: Planning and Preparation Domain 3: Instruction	I. Assistance for Low-Achieving Students	II. Multi-level prevention system ▪ Primary prevention level /Core

WISE Tool Indicators		9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
	of instructional support or enhancement.	& Communication 6. Frequent Monitoring of Learning & Teaching 8. Supportive Learning Environment			▫ Instruction ▪ Secondary and Tertiary prevention ▫ Instruction ▫ Determining responsiveness to intervention
IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).	2. High Standards & Expectations for All Students 4. High Levels of Collaboration & Communication 6. Frequent Monitoring of Learning & Teaching	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction	I. Assistance for Low-Achieving Students	II. Multi-level prevention system ▪ Primary prevention level /Core ▫ Instruction ▪ Secondary and Tertiary prevention ▫ Instruction ▫ Determining responsiveness to intervention IV. Data-based decision-making ▪ Decision making process
IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.	5. Curriculum, Instruction & Assessments Aligned with State Standards	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities		II. Multi-level prevention system ▪ Primary prevention level /Core, Secondary and Tertiary prevention levels ▫ Instruction
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards	Domain 1: Planning and Preparation Domain 3: Instruction		II. Multi-level prevention system ▪ Primary prevention level /Core, Secondary and Tertiary prevention level ▫ Instruction
IIIA05	All teachers maintain a record of each student's	2. High Standards & Expectations for All Students	Domain 1: Planning and Preparation		II. Multi-level prevention system ▪ Primary prevention level

WISE Tool Indicators	9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
mastery of specific learning objectives.	5. Curriculum, Instruction & Assessments Aligned with State Standards 6. Frequent Monitoring of Learning & Teaching	Domain 3: Instruction Domain 4: Professional Responsibilities		/Core, Secondary and Tertiary prevention level ▫ Instruction III. Progress Monitoring ▪ Progress Monitoring Tools ▪ Frequency of monitoring
IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 6. Frequent Monitoring of Learning & Teaching	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities		II. Multi-level prevention system ▪ Primary prevention level /Core, Secondary and Tertiary prevention level ▫ Instruction III. Progress Monitoring ▪ Progress Monitoring Tools ▪ Frequency of monitoring
IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 6. Frequent Monitoring of Learning & Teaching 8. Supportive Learning Environment	Domain 1: Planning and Preparation Domain 3: Instruction		II. Multi-level prevention system ▫ Primary prevention level /Core, Secondary and Tertiary prevention level ▫ Instruction IV. Data-based decision-making ▪ Decision-making process
IIIA08 All teachers review the previous lesson.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 1: Planning and Preparation Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA09 All teachers clearly state the lesson's topic, theme, and objectives.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with	Domain 1: Planning and Preparation Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system

WISE Tool Indicators	9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
	State Standards 7. Focused Professional Development			
IIIA10 All teachers stimulate interest in the topics.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 2: The Classroom Environment Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA11 All teachers use modeling, demonstration, and graphics.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 2: The Classroom Environment Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA13 All teachers explain directly and thoroughly.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA14 All teachers maintain eye contact.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 2: The Classroom Environment Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA15 All teachers speak with expression and use a	2. High Standards & Expectations for All Students	Domain 2: The Classroom Environment	B. Reform Strategies	II. Multi-level prevention system

WISE Tool Indicators	9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
variety of vocal tones.	5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 3: Instruction		
IIIA16 All teachers use prompting/cueing.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 2: The Classroom Environment Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA17 All teachers re-teach when necessary.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities	B. Reform Strategies	II. Multi-level prevention system
IIIA18 All teachers review with drilling/class recitation.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 1: Planning and Preparation Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA19 All teachers review with questioning.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 1: Planning and Preparation Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system

WISE Tool Indicators	9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
IIIA20 All teachers summarize key concepts.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 1: Planning and Preparation Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA21 All teachers re-teach following questioning.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities	B. Reform Strategies	II. Multi-level prevention system
IIIA25 All teachers encourage students to paraphrase, summarize, and relate.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 2: The Classroom Environment Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA26 All teachers encourage students to check their own comprehension.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional Development	Domain 2: The Classroom Environment Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA27 All teachers verbally praise students.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 7. Focused Professional	Domain 2: The Classroom Environment Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system

WISE Tool Indicators	9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
	Development			
IIIA28 All teachers travel to all areas in which students are working.	8. Supportive Learning Environment	Domain 2: The Classroom Environment Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA31 All teachers interact instructionally with students (explaining, checking, giving feedback).	8. Supportive Learning Environment	Domain 2: The Classroom Environment Domain 3: Instruction	B. Reform Strategies	II. Multi-level prevention system
IIIA32 All teachers interact managerially with students (reinforcing rules, procedures).	8. Supportive Learning Environment	Domain 2: The Classroom Environment	B. Reform Strategies	II. Multi-level prevention system
IIIA33 All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).	8. Supportive Learning Environment 9. High Levels of Family & Community Involvement	Domain 2: The Classroom Environment Domain 4: Professional Responsibilities		
IIIA35 Students are engaged and on task.	2. High Standards & Expectations for All Students 8. Supportive Learning Environment	Domain 2: The Classroom Environment Domain 3: Instruction		II. Multi-level prevention system
IIIA40 All teachers assess student mastery in ways other than those provided by the computer program.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards	Domain 3: Instruction		I. Screening ▪ Universal Screening
IIIB01 All teachers maintain a file of communication with parents.	2. High Standards & Expectations for All Students 8. Supportive Learning	Domain 4: Professional Responsibilities		V. Overarching factors ▪ Communications with parents

WISE Tool Indicators	9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
	Environment 9. High Levels of Family & Community Involvement			
IIIB02 All teachers regularly assign homework (4 or more days a week).	2. High Standards & Expectations for All Students 8. Supportive Learning Environment 9. High Levels of Family & Community Involvement	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities		
IIIB03 All teachers check, mark, and return homework.	2. High Standards & Expectations for All Students 8. Supportive Learning Environment 9. High Levels of Family & Community Involvement	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities		
IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 8. Supportive Learning Environment 9. High Levels of Family & Community Involvement	Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities		V. Overarching factors ▪ Communications with parents
IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.	2. High Standards & Expectations for All Students 5. Curriculum, Instruction & Assessments Aligned with State Standards 8. Supportive Learning Environment	Domain 2: The Classroom Environment Domain 3: Instruction		II. Multi-level prevention system
IIIC04 Students raise hands or otherwise signal before	2. High Standards & Expectations for All Students	Domain 2: The Classroom Environment		

WISE Tool Indicators	9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
speaking.	5. Curriculum, Instruction & Assessments Aligned with State Standards 8. Supportive Learning Environment	Domain 3: Instruction		
IIIC05 All teachers use a variety of instructional modes.	2. High Standards & Expectations for All Students 8. Supportive Learning Environment	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction		II. Multi-level prevention system
IIIC06 All teachers maintain well-organized student learning materials in the classroom.	2. High Standards & Expectations for All Students 8. Supportive Learning Environment	Domain 2: The Classroom Environment		II. Multi-level prevention system
IIIC08 All teachers display classroom rules and procedures in the classroom.	2. High Standards & Expectations for All Students 8. Supportive Learning Environment	Domain 1: Planning and Preparation Domain 2: The Classroom Environment		V. Overarching Factors ▪ Prevention Focus
IIIC09 All teachers correct students who do not follow classroom rules and procedures.	2. High Standards & Expectations for All Students 8. Supportive Learning Environment	Domain 2: The Classroom Environment		
IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them.	2. High Standards & Expectations for All Students 8. Supportive Learning Environment	Domain 2: The Classroom Environment Domain 3: Instruction		
IIIC12 All teachers engage all students (e.g., encourage silent students to participate).	2. High Standards & Expectations for All Students 4. High Levels of Collaboration & Communication 6. Frequent Monitoring of Learning & Teaching	Domain 2: The Classroom Environment Domain 3: Instruction		II. Multi-level prevention system

WISE Tool Indicators	9 Characteristics of High Performing Schools	Danielson's Framework Domains	Schoolwide Planning	Response to Intervention
	8. Supportive Learning Environment			
IVD07 All-school events include parent-child interactive activities.	9. High Levels of Family & Community Involvement	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities		
IVD08 Office and support staff are trained to make the school a "welcoming place" for parents.	9. High Levels of Family & Community Involvement	Domain 1: Planning and Preparation Domain 4: Professional Responsibilities		

WISE Tool Dashboard Section	9 Characteristics of High Performing Schools	Danielson's Framework Domains	Instructional Review	Schoolwide Planning Component
School Improvement Supplemental Plan				F. Parent Involvement
Schoolwide Program Supplemental Documentation				A. Comprehensive Needs Assessment C. Highly qualified teacher & paraprofessionals E. High-quality teachers to high-needs schools G. Preschool to elementary program transition J. Coordination and integration of programs & services
Parent Involvement Analysis (PIA) Tool	9. High Levels of Family & Community Involvement			

9 Characteristics of High Performing Schools

In 2008 the *Nine Characteristics of High Performing Schools*, a meta-analysis of the research on high performing schools conducted by the Washington Office of the Superintendent of Public Instruction, was adopted as a cornerstone of the Idaho School Improvement Framework. The Nine Characteristics of High Performing Schools are:

1. Clear & Shared Focus
2. High Standards & Expectations for All Students
3. Effective School Leadership
4. High Levels of Collaboration & Communication
5. Curriculum, Instruction & Assessments Aligned with State Standards
6. Frequent Monitoring of Learning & Teaching
7. Focused Professional Development
8. Supportive Learning Environment
9. High Levels of Family & Community Involvement

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9 Characteristics of High Performing Schools	WISE Tool Indicators
1. Clear & Shared Focus	ID01 A team structure is officially incorporated into the school improvement plan and school governance policy. ID02 All teams have written statements of purpose and by-laws for their operation. ID03 All teams operate with work plans for the year and specific work products to produce. ID04 All teams prepare agendas for their meetings. ID05 All teams maintain official minutes of their meetings. ID06 The principal maintains a file of the agendas, work products, and minutes of all teams. ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). ID08 The Leadership Team serves as a conduit of communication to the faculty and staff. ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IE07 The principal monitors curriculum and classroom instruction regularly. IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. IE09 The principal challenges, supports and monitors the correction of unsound teaching practices. IE10 The principal celebrates individual, team, and school successes, especially related to student learning outcomes. IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IF06 Teachers are required to make individual professional development plans based on classroom observations. IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. IF10 The principal plans opportunities for teachers to share their strengths with other teachers. IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. IIA02 Units of instruction include standards-based objectives and criteria for mastery.

9 Characteristics of High Performing Schools	WISE Tool Indicators
	IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team. IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
2. High Standards & Expectations for All Students	ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. IE05 The principal participates actively with the school's teams. IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. IE09 The principal challenges, supports and monitors the correction of unsound teaching practices. IE10 The principal celebrates individual, team, and school successes, especially related to student learning outcomes. IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IF06 Teachers are required to make individual professional development plans based on classroom observations. IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. IIA02 Units of instruction include standards-based objectives and criteria for mastery. IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of

9 Characteristics of High Performing Schools	WISE Tool Indicators
	instruction. IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team. IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. IIB05 Teachers re-teach based on post-test results. IIC01 Units of instruction include specific learning activities aligned to objectives. IIC03 Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers. IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IID09 Instructional Teams use student learning data to plan instruction. IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction. IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. IIIA08 All teachers review the previous lesson. IIIA09 All teachers clearly state the lesson's topic, theme, and objectives. IIIA10 All teachers stimulate interest in the topics. IIIA11 All teachers use modeling, demonstration, and graphics. IIIA13 All teachers explain directly and thoroughly. IIIA14 All teachers maintain eye contact. IIIA15 All teachers speak with expression and use a variety of vocal tones. IIIA16 All teachers use prompting/cueing. IIIA17 All teachers re-teach when necessary. IIIA18 All teachers review with drilling/class recitation. IIIA19 All teachers review with questioning. IIIA20 All teachers summarize key concepts. IIIA21 All teachers re-teach following questioning. IIIA25 All teachers encourage students to paraphrase, summarize, and relate.

9 Characteristics of High Performing Schools	WISE Tool Indicators
	IIIA26 All teachers encourage students to check their own comprehension. IIIA27 All teachers verbally praise students. IIIA35 Students are engaged and on task. IIIA40 All teachers assess student mastery in ways other than those provided by the computer program. IIIB01 All teachers maintain a file of communication with parents. IIIB02 All teachers regularly assign homework (4 or more days a week). IIIB03 All teachers check, mark, and return homework. IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. IIIC04 Students raise hands or otherwise signal before speaking. IIIC05 All teachers use a variety of instructional modes. IIIC06 All teachers maintain well-organized student learning materials in the classroom. IIIC08 All teachers display classroom rules and procedures in the classroom. IIIC09 All teachers correct students who do not follow classroom rules and procedures. IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them. IIIC12 All teachers engage all students (e.g., encourage silent students to participate).
3. Effective School Leadership	ID01 A team structure is officially incorporated into the school improvement plan and school governance policy. ID03 All teams operate with work plans for the year and specific work products to produce. ID04 All teams prepare agendas for their meetings. ID05 All teams maintain official minutes of their meetings. ID06 The principal maintains a file of the agendas, work products, and minutes of all teams. ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). ID08 The Leadership Team serves as a conduit of communication to the faculty and staff. ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. IE05 The principal participates actively with the school's teams. IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IE07 The principal monitors curriculum and classroom instruction regularly. IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. IE09 The principal challenges, supports and monitors the correction of unsound teaching practices.

9 Characteristics of High Performing Schools	WISE Tool Indicators
	IE10 The principal celebrates individual, team, and school successes, especially related to student learning outcomes. IE13 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IF06 Teachers are required to make individual professional development plans based on classroom observations. IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. IF10 The principal plans opportunities for teachers to share their strengths with other teachers. IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. IIA02 Units of instruction include standards-based objectives and criteria for mastery. IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. IID03 Teachers receive timely reports of results from standardized and objectives-based tests. IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
4. High Levels of Collaboration & Communication	ID01 A team structure is officially incorporated into the school improvement plan and school governance policy. ID02 All teams have written statements of purpose and by-laws for their operation. ID03 All teams operate with work plans for the year and specific work products to produce. ID04 All teams prepare agendas for their meetings. ID05 All teams maintain official minutes of their meetings. ID06 The principal maintains a file of the agendas, work products, and minutes of all teams. ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). ID08 The Leadership Team serves as a conduit of communication to the faculty and staff. ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school

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9 Characteristics of High Performing Schools	WISE Tool Indicators
	IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). IIIC12 All teachers engage all students (e.g., encourage silent students to participate).
5. Curriculum, Instruction & Assessments Aligned with State Standards	ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. IE09 The principal challenges, supports and monitors the correction of unsound teaching practices. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. IIA02 Units of instruction include standards-based objectives and criteria for mastery. IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team. IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. IIB05 Teachers re-teach based on post-test results. IIC01 Units of instruction include specific learning activities aligned to objectives. IIC03 Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers. IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction. IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. IIIA08 All teachers review the previous lesson. IIIA09 All teachers clearly state the lesson's topic, theme, and objectives. IIIA10 All teachers stimulate interest in the topics.

9 Characteristics of High Performing Schools	WISE Tool Indicators
	IIIA11 All teachers use modeling, demonstration, and graphics. IIIA13 All teachers explain directly and thoroughly. IIIA14 All teachers maintain eye contact. IIIA15 All teachers speak with expression and use a variety of vocal tones. IIIA16 All teachers use prompting/cueing. IIIA17 All teachers re-teach when necessary. IIIA18 All teachers review with drilling/class recitation. IIIA19 All teachers review with questioning. IIIA20 All teachers summarize key concepts. IIIA21 All teachers re-teach following questioning. IIIA25 All teachers encourage students to paraphrase, summarize, and relate. IIIA26 All teachers encourage students to check their own comprehension. IIIA27 All teachers verbally praise students. IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. IIIC04 Students raise hands or otherwise signal before speaking.
6. Frequent Monitoring of Learning & Teaching	ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IE07 The principal monitors curriculum and classroom instruction regularly. IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. IE09 The principal challenges, supports and monitors the correction of unsound teaching practices. IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. IIB05 Teachers re-teach based on post-test results. IID03 Teachers receive timely reports of results from standardized and objectives-based tests. IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

9 Characteristics of High Performing Schools	WISE Tool Indicators
	IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IID09 Instructional Teams use student learning data to plan instruction. IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. IIIA40 All teachers assess student mastery in ways other than those provided by the computer program. IIIC12 All teachers engage all students (e.g., encourage silent students to participate).
7. Focused Professional Development	IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF06 Teachers are required to make individual professional development plans based on classroom observations. IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. IF10 The principal plans opportunities for teachers to share their strengths with other teachers. IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. IIIA08 All teachers review the previous lesson. IIIA09 All teachers clearly state the lesson's topic, theme, and objectives. IIIA10 All teachers stimulate interest in the topics. IIIA11 All teachers use modeling, demonstration, and graphics. IIIA13 All teachers explain directly and thoroughly. IIIA14 All teachers maintain eye contact. IIIA15 All teachers speak with expression and use a variety of vocal tones. IIIA16 All teachers use prompting/cueing. IIIA17 All teachers re-teach when necessary. IIIA18 All teachers review with drilling/class recitation. IIIA19 All teachers review with questioning. IIIA20 All teachers summarize key concepts.

9 Characteristics of High Performing Schools	WISE Tool Indicators
	IIIA21 All teachers re-teach following questioning. IIIA25 All teachers encourage students to paraphrase, summarize, and relate. IIIA26 All teachers encourage students to check their own comprehension. IIIA27 All teachers verbally praise students.
8. Supportive Learning Environment	IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. IE13 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. IIB05 Teachers re-teach based on post-test results. IIC01 Units of instruction include specific learning activities aligned to objectives. IIC03 Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers. IID03 Teachers receive timely reports of results from standardized and objectives-based tests. IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IID09 Instructional Teams use student learning data to plan instruction. IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. IIIA28 All teachers travel to all areas in which students are working. IIIA31 All teachers interact instructionally with students (explaining, checking, giving feedback). IIIA32 All teachers interact managerially with students (reinforcing rules, procedures). IIIA33 All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). IIIA35 Students are engaged and on task. IIIB01 All teachers maintain a file of communication with parents. IIIB02 All teachers regularly assign homework (4 or more days a week). IIIB03 All teachers check, mark, and return homework. IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.

9 Characteristics of High Performing Schools	WISE Tool Indicators
	IIIC04 Students raise hands or otherwise signal before speaking. IIIC05 All teachers use a variety of instructional modes. IIIC06 All teachers maintain well-organized student learning materials in the classroom. IIIC08 All teachers display classroom rules and procedures in the classroom. IIIC09 All teachers correct students who do not follow classroom rules and procedures. IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them. IIIC12 All teachers engage all students (e.g., encourage silent students to participate).
9. High Levels of Family & Community Involvement	IE13 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. IIIA33 All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). IIIB01 All teachers maintain a file of communication with parents. IIIB02 All teachers regularly assign homework (4 or more days a week). IIIB03 All teachers check, mark, and return homework. IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. IVD07 All-school events include parent-child interactive activities. IVD08 Office and support staff are trained to make the school a "welcoming place" for parents.

Danielson's Framework for Teaching

As minimum standards for teacher evaluation in all Idaho public schools and districts, the state is adopting the Charlotte Danielson Framework for Teaching domains and components of instruction. The complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility. Each component defines a distinct aspect of a domain. In the full Danielson framework, two to five elements describe a specific feature of a component.

The domains and components recommended as minimum standards upon which Idaho teachers will be evaluated:

Domain 1: Planning and Preparation
1a: Demonstrating Knowledge of Content and Pedagogy
1b: Demonstrating Knowledge of Students
1c: Setting Instructional Goals
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Assessing Student Learning

Domain 2: The Classroom Environment
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d. Managing Student Behavior
2e: Organizing Physical Space

Domain 3: Instruction
3a: Communicating Clearly and Accurately
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Providing Feedback to Students
3e: Demonstrating Flexibility and Responsiveness
3f: Use Assessment to Inform Instruction and Improve Student Achievement

Domain 4: Professional Responsibilities
4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4c: Communicating with Families
4d: Contributing to the School and District
4e: Growing and Developing Professionally
4f: Showing Professionalism

For more information, please contact:

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http://www.sde.idaho.gov/site/teacherEval

Danielson's Framework Domains	WISE Tool Indicators
Domain 1 Planning and Preparation	ID01 A team structure is officially incorporated into the school improvement plan and school governance policy. ID02 All teams have written statements of purpose and by-laws for their operation. ID03 All teams operate with work plans for the year and specific work products to produce. ID04 All teams prepare agendas for their meetings. ID05 All teams maintain official minutes of their meetings. ID06 The principal maintains a file of the agendas, work products, and minutes of all teams. ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). ID08 The Leadership Team serves as a conduit of communication to the faculty and staff. ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. IE05 The principal participates actively with the school's teams. IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. IE09 The principal challenges, supports and monitors the correction of unsound teaching practices. IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IF10 The principal plans opportunities for teachers to share their strengths with other teachers. IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. IIA02 Units of instruction include standards-based objectives and criteria for mastery. IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team. IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. IIB05 Teachers re-teach based on post-test results.

Danielson's Framework Domains	WISE Tool Indicators
	IIC01 Units of instruction include specific learning activities aligned to objectives. IIC03 Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers. IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. IID03 Teachers receive timely reports of results from standardized and objectives-based tests. IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IID09 Instructional Teams use student learning data to plan instruction. IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction. IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. IIIA08 All teachers review the previous lesson. IIIA09 All teachers clearly state the lesson's topic, theme, and objectives. IIIA11 All teachers use modeling, demonstration, and graphics. IIIA13 All teachers explain directly and thoroughly. IIIA17 All teachers re-teach when necessary. IIIA18 All teachers review with drilling/class recitation. IIIA19 All teachers review with questioning. IIIA20 All teachers summarize key concepts. IIIA21 All teachers re-teach following questioning. IIIB02 All teachers regularly assign homework (4 or more days a week). IIIB03 All teachers check, mark, and return homework. IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. IIIC05 All teachers use a variety of instructional modes. IIIC08 All teachers display classroom rules and procedures in the classroom. IVD07 All-school events include parent-child interactive activities. IVD08 Office and support staff are trained to make the school a "welcoming place" for parents.
Domain 2 The Classroom Environment	ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Danielson's Framework Domains	WISE Tool Indicators
	ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. IE07 The principal monitors curriculum and classroom instruction regularly. IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. IE09 The principal challenges, supports and monitors the correction of unsound teaching practices. IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IF06 Teachers are required to make individual professional development plans based on classroom observations. IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. IIC03 Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers. IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). IIIA10 All teachers stimulate interest in the topics. IIIA13 All teachers explain directly and thoroughly. IIIA14 All teachers maintain eye contact. IIIA15 All teachers speak with expression and use a variety of vocal tones. IIIA16 All teachers use prompting/cueing. IIIA25 All teachers encourage students to paraphrase, summarize, and relate. IIIA26 All teachers encourage students to check their own comprehension. IIIA27 All teachers verbally praise students. IIIA28 All teachers travel to all areas in which students are working. IIIA31 All teachers interact instructionally with students (explaining, checking, giving feedback). IIIA32 All teachers interact managerially with students (reinforcing rules, procedures). IIIA33 All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

Danielson's Framework Domains	WISE Tool Indicators
	IIIA35 Students are engaged and on task. IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. IIIC04 Students raise hands or otherwise signal before speaking. IIIC05 All teachers use a variety of instructional modes. IIIC06 All teachers maintain well-organized student learning materials in the classroom. IIIC08 All teachers display classroom rules and procedures in the classroom. IIIC09 All teachers correct students who do not follow classroom rules and procedures. IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them. IIIC12 All teachers engage all students (e.g., encourage silent students to participate).
Domain 3 Instruction	ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IE07 The principal monitors curriculum and classroom instruction regularly. IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. IE09 The principal challenges, supports and monitors the correction of unsound teaching practices. IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IF06 Teachers are required to make individual professional development plans based on classroom observations. IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data

Danielson's Framework Domains	WISE Tool Indicators
	(i.e., unit tests and student work). IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. IID03 Teachers receive timely reports of results from standardized and objectives-based tests. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IID09 Instructional Teams use student learning data to plan instruction. IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction. IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. IIIA08 All teachers review the previous lesson. IIIA09 All teachers clearly state the lesson's topic, theme, and objectives. IIIA10 All teachers stimulate interest in the topics. IIIA11 All teachers use modeling, demonstration, and graphics. IIIA13 All teachers explain directly and thoroughly. IIIA14 All teachers maintain eye contact. IIIA15 All teachers speak with expression and use a variety of vocal tones. IIIA16 All teachers use prompting/cueing. IIIA17 All teachers re-teach when necessary. IIIA18 All teachers review with drilling/class recitation. IIIA19 All teachers review with questioning. IIIA20 All teachers summarize key concepts. IIIA21 All teachers re-teach following questioning. IIIA25 All teachers encourage students to paraphrase, summarize, and relate. IIIA26 All teachers encourage students to check their own comprehension. IIIA27 All teachers verbally praise students. IIIA28 All teachers travel to all areas in which students are working. IIIA31 All teachers interact instructionally with students (explaining, checking, giving feedback). IIIA35 Students are engaged and on task. IIIA40 All teachers assess student mastery in ways other than those provided by the computer program. IIIB02 All teachers regularly assign homework (4 or more days a week).

Danielson's Framework Domains	WISE Tool Indicators
	IIIB03 All teachers check, mark, and return homework. IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. IIIC04 Students raise hands or otherwise signal before speaking. IIIC05 All teachers use a variety of instructional modes. IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them. IIIC12 All teachers engage all students (e.g., encourage silent students to participate).
Domain 4 Professional Responsibilities	ID01 A team structure is officially incorporated into the school improvement plan and school governance policy. ID02 All teams have written statements of purpose and by-laws for their operation. ID03 All teams operate with work plans for the year and specific work products to produce. ID04 All teams prepare agendas for their meetings. ID05 All teams maintain official minutes of their meetings. ID06 The principal maintains a file of the agendas, work products, and minutes of all teams. ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). ID08 The Leadership Team serves as a conduit of communication to the faculty and staff. ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. IE05 The principal participates actively with the school's teams. IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IE07 The principal monitors curriculum and classroom instruction regularly. IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. IE09 The principal challenges, supports and monitors the correction of unsound teaching practices. IE10 The principal celebrates individual, team, and school successes, especially related to student learning outcomes. IE13 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.

Danielson's Framework Domains	WISE Tool Indicators
	IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IF06 Teachers are required to make individual professional development plans based on classroom observations. IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. IF10 The principal plans opportunities for teachers to share their strengths with other teachers. IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. IIA02 Units of instruction include standards-based objectives and criteria for mastery. IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team. IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. IIB05 Teachers re-teach based on post-test results. IIC01 Units of instruction include specific learning activities aligned to objectives. IIC03 Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers. IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. IIIA17 All teachers re-teach when necessary. IIIA21 All teachers re-teach following questioning. IIIA33 All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). IIIB01 All teachers maintain a file of communication with parents. IIIB02 All teachers regularly assign homework (4 or more days a week). IIIB03 All teachers check, mark, and return homework. IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives.

Danielson's Framework Domains	WISE Tool Indicators
	IVD07 All-school events include parent-child interactive activities. IVD08 Office and support staff are trained to make the school a "welcoming place" for parents.

Schoolwide Programs

A Title I Schoolwide Program is based upon a comprehensive reform strategy and is designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This Schoolwide reform strategy requires that a school conduct a comprehensive needs assessment, identify and commit to specific goals and strategies that address those needs, create a comprehensive plan, and conduct an annual review of the effectiveness of the Schoolwide Program and revise the plan as necessary.

Title I Schoolwide Program Components

A. A comprehensive needs assessment that is based on information about student achievement in relation to state content and achievement standards.
B. Reform strategies that (a) **provide** opportunities for all children to meet proficient and advanced levels, (b) **use** methods and instructional strategies determined by scientifically-based research to be effective, (c) **implement** strategies that address the needs of all children, particularly those who are low-achieving and at-risk and which demonstrate how the school knows when those needs are met, and (d) are consistent with state and district school improvement plans.
C. Assurance that all instruction is provided by highly qualified teachers and paraprofessionals.
D. Ongoing plans for high-quality professional development for principals, teachers, paraprofessionals, and others (e.g., pupil services personnel and parents) to enable all children to meet the state's achievement standards.
E. Strategies to attract high-quality teachers to high-needs schools.
F. Strategies to increase parent involvement in student's academic achievement (e.g., family literacy services).
G. Plans to assist children in transitioning from preschool to elementary programs (or, from primary to secondary schools).
H. Measures to ensure that all teachers are included in the decision-making process regarding the use of assessments in order to ensure that students are meeting state achievement standards and to provide information on and improve the achievement of individual students as well as the overall instructional program in the school.
I. Activities to ensure that low-achieving students are provided with effective, timely additional assistance that is based upon timely assessment measures which provide sufficient enough information upon which to make instructional decisions.
J. The coordination and integration of other federal, state, and local programs and services that support the needs of disadvantaged students (e.g., other ESEA programs such as Reading First, Title III, Title X, etc., violence prevention programs, housing programs, Head Start, adult education programs, vocational and technical education, and job training).

For more information, please contact:

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Schoolwide Program Component	WISE Tool Indicators
A. A comprehensive needs assessment that is based on information about student achievement in relation to state content and achievement standards.	WISE Tool Dashboard: Schoolwide Program Supplemental Documentation
B. Reform strategies that (a) **provide** opportunities for all children to meet proficient and advanced levels, (b) **use** methods and instructional strategies determined by scientifically-based research to be effective, (c) **implement** strategies that address the needs of all children, particularly those who are low-achieving and at-risk and which demonstrate how the school knows when those needs are met, and (d) are consistent with state and district school improvement plans.	IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. IIIA08 All teachers review the previous lesson. IIIA09 All teachers clearly state the lesson's topic, theme, and objectives. IIIA10 All teachers stimulate interest in the topics. IIIA11 All teachers use modeling, demonstration, and graphics. IIIA13 All teachers explain directly and thoroughly. IIIA14 All teachers maintain eye contact. IIIA15 All teachers speak with expression and use a variety of vocal tones. IIIA16 All teachers use prompting/cueing. IIIA17 All teachers re-teach when necessary. IIIA18 All teachers review with drilling/class recitation. IIIA19 All teachers review with questioning. IIIA20 All teachers summarize key concepts. IIIA21 All teachers re-teach following questioning. IIIA25 All teachers encourage students to paraphrase, summarize, and relate. IIIA26 All teachers encourage students to check their own comprehension. IIIA27 All teachers verbally praise students. IIIA28 All teachers travel to all areas in which students are working. IIIA31 All teachers interact instructionally with students (explaining, checking, giving feedback). IIIA32 All teachers interact managerially with students (reinforcing rules, procedures).

Schoolwide Program Component	WISE Tool Indicators
C. Assurance that all instruction is provided by highly qualified teachers and paraprofessionals.	WISE Tool Dashboard: Schoolwide Program Supplemental Documentation
D. Ongoing plans for high-quality professional development for principals, teachers, paraprofessionals, and others (e.g., pupil services personnel and parents) to enable all children to meet the state's achievement standards.	IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IF06 Teachers are required to make individual professional development plans based on classroom observations. IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. IF10 The principal plans opportunities for teachers to share their strengths with other teachers.
E. Strategies to attract high-quality teachers to high-needs schools.	WISE Tool Dashboard: Schoolwide Program Supplemental Documentation
F. Strategies to increase parent involvement in student's academic achievement (e.g., family literacy services).	IE13 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. WISE Tool Dashboard: School Improvement Program Supplemental Plan (Question 3)
G. Plans to assist children in transitioning from preschool to elementary programs (or, from primary to secondary schools).	WISE Tool Dashboard: Schoolwide Program Supplemental Documentation
H. Measures to ensure that all teachers are included in the decision-making process regarding the use of assessments in order to ensure that students	ID01 A team structure is officially incorporated into the school improvement plan and school governance policy. ID02 All teams have written statements of purpose and by-laws for their operation. ID03 All teams operate with work plans for the year and specific work products to produce. ID04 All teams prepare agendas for their meetings. ID05 All teams maintain official minutes of their meetings.

Schoolwide Program Component	WISE Tool Indicators
are meeting state achievement standards and to provide information on and improve the achievement of individual students as well as the overall instructional program in the school.	ID06 The principal maintains a file of the agendas, work products, and minutes of all teams. ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). ID08 The Leadership Team serves as a conduit of communication to the faculty and staff. ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
I. Activities to ensure that low-achieving students are provided with effective, timely additional assistance that is based upon timely assessment measures which provide sufficient enough information upon which to make instructional decisions.	IIB01 Units of instruction include pre/post-tests to assess student mastery of standards-based objectives. IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team. IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. IIB05 Teachers re-teach based on post-test results. IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IID11 Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to red flag" students in need of intervention (both students in need of "tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).
J. The coordination and integration of other federal, state, and local programs and services that support the needs of disadvantaged students (e.g., other ESEA programs such as Reading First, Title III, Title X, etc., violence prevention programs, housing programs, Head Start, adult education programs, vocational and technical education, and job training).	WISE Tool Dashboard: Schoolwide Program Supplemental Documentation

Response to Intervention

Response to Intervention is a district-wide framework for continuous school improvement. RTI is a prevention oriented approach to linking assessment and instruction that can inform educators' decisions about how to best teach their students. A goal of RTI is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral concerns and provide all students with the best opportunities to succeed in school. RTI implementation contributes to early identification of learning and behavioral problems and is part of the appropriate identification of students with specific learning disabilities. Idaho and the NCRTI believes that rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. The National Center for Response to Intervention has identified four essential components that exist together to create comprehensive RTI implementation. In addition, overarching factors that relate to the entire framework have been identified.

The RTI Essential Components Integrity Rubric and Worksheet was developed with the NCRTI and is for use by individuals who are responsible for monitoring school-level fidelity of RTI implementation. This document will assist you in planning for effective RTI implementation by showing which WISE TOOL indicators should be addressed to support each essential component item.

RTI Essential Components

I. Screening: The RTI framework accurately identifies students who are at risk of poor learning outcomes or challenging behaviors.
II. Multi-level Prevention/Intervention System: The framework includes a school-wide, tiered system of support for preventing school failure.
III. Progress Monitoring: Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of small group and individualized interventions.
IV. Data-based decision-making: Data-based decision-making processes are used to inform instruction, movement within the tiered system, and disability identification in accordance with state law.
V. Overarching factors

For more information, please contact:

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Response to Intervention Component		WISE Tool Indicators
I. Screening		
Screening Tools	Evidence indicates that the screening instruments are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).
Universal Screening	Both conditions are met: (1) Screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested; scores are accurate; cut points/decisions are accurate).	IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IIIA40 All teachers assess student mastery in ways other than those provided by the computer program.
II. Multilevel Prevention/Intervention System		
	Primary Level Prevention/Core Curriculum	
Research-based Curriculum Materials	All of the core curriculum materials are research-based for the target population of learners.	IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. IIA02 Units of instruction include standards-based objectives and criteria for mastery. IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). IIC01 Units of instruction include specific learning activities aligned to objectives. IIC03 Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers.
Fidelity	Procedures are in place to monitor the fidelity of implementation of the core curriculum, and the preponderance of	IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IE09 The principal challenges, supports and monitors the correction of

Response to Intervention Component		WISE Tool Indicators
	evidence supports that it is delivered with fidelity.	unsound teaching practices. IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
Articulation of Teaching and Learning	Both conditions are met: (1) Teaching and learning is well articulated from one grade to another; (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. IIC01 Units of instruction include specific learning activities aligned to objectives. IIC03 Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers.
Instruction	Both conditions are met: (1) Most or all teachers differentiate instruction; (2) to guide differentiated instruction, teachers use students' assessment data to identify the needs of students.	IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. IIB05 Teachers re-teach based on post-test results. IID03 Teachers receive timely reports of results from standardized and objectives-based tests. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IID09 Instructional Teams use student learning data to plan instruction.

Response to Intervention Component		WISE Tool Indicators
		IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction. IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
School-based Professional Development	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice.	IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IF06 Teachers are required to make individual professional development plans based on classroom observations. IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. IF08 Professional development for the whole faculty includes assessment of

Response to Intervention Component		WISE Tool Indicators	
			strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
		IF10	The principal plans opportunities for teachers to share their strengths with other teachers.
Secondary Level Prevention			
Evidence-based intervention	All secondary level interventions are evidence-based.	IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
		IIA02	Units of instruction include standards-based objectives and criteria for mastery.
		IIA03	Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).
		IIC01	Units of instruction include specific learning activities aligned to objectives.
Compliments Core Instruction	Secondary level prevention is well aligned with core instruction and incorporates foundational skills that support core instruction.	IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
		IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
		IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
		IIB05	Teachers re-teach based on post-test results.
Fidelity	Both conditions are met: (1) Procedures are in place to monitor the fidelity of implementation of secondary level interventions; (2) secondary level implementation is generally implemented with fidelity (according to the standard protocol.) (according to the standard protocol).	IE06	The principal keeps a focus on instructional improvement and student learning outcomes.
		IE09	The principal challenges, supports and monitors the correction of unsound teaching practices.
		IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
		IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.
		IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.

Response to Intervention Component		WISE Tool Indicators
		IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
Instruction	Both conditions are met: (1) Secondary level interventions are led by well-trained staff; (2) group size is optimal for the age and needs of students	IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. IIB05 Teachers re-teach based on post-test results. IID03 Teachers receive timely reports of results from standardized and objectives-based tests. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IID09 Instructional Teams use student learning data to plan instruction. IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction. IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Response to Intervention Component		WISE Tool Indicators	
Determining Responsiveness to Secondary Level Prevention	Both conditions are met: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of tutoring; (2) these decision making criteria are implemented accurately.	IID06 IID07 IID08 IID09 IID10 IID11	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. The Leadership Team monitors school-level student learning data. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. Instructional Teams use student learning data to plan instruction. Instructional Teams use student learning data to identify students in need of instructional support or enhancement. Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).
Addition to Primary	Secondary level interventions supplement core instruction.	IIB01 IIB02 IIB04 IIB05 IIC01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. Teachers re-teach based on post-test results. Units of instruction include specific learning activities aligned to objectives.
Tertiary Level Prevention			
Evidence-based intervention	Both conditions are met: (1) Tertiary level interventions are evidence-based standard protocols or based on validated progress monitoring methods for individualizing instruction; (2) tertiary interventions are more intensive than secondary interventions.	IIA01 IIA02 IIA03 IIC01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Units of instruction include standards-based objectives and criteria for mastery. Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). Units of instruction include specific learning activities aligned to objectives.
Fidelity	Both conditions are met: (1) Procedures are in place to monitor the fidelity of implementation	IE06	The principal keeps a focus on instructional improvement and student learning outcomes.

Response to Intervention Component		WISE Tool Indicators
	of tertiary level interventions; (2) the preponderance of evidence supports fidelity.	IE09 The principal challenges, supports and monitors the correction of unsound teaching practices. IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
Instruction	Both conditions are met: (1) Tertiary level interventions are led by well-trained staff; (2) group size is optimal for the age and needs of students.	IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. IIB05 Teachers re-teach based on post-test results. IID03 Teachers receive timely reports of results from standardized and objectives-based tests. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IID09 Instructional Teams use student learning data to plan instruction. IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). IIIA01 All teachers are guided by a document that aligns standards,

Response to Intervention Component		WISE Tool Indicators
		curriculum, instruction, and assessment. IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction. IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
Determining Responsiveness to Tertiary Level Prevention	Both conditions are met: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of tutoring; (2) these decision making criteria are implemented accurately.	IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. IID07 The Leadership Team monitors school-level student learning data. IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. IID09 Instructional Teams use student learning data to plan instruction. IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).
Addition to Primary	Tertiary level interventions supplement core instruction.	IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. IIB05 Teachers re-teach based on post-test results. IIC01 Units of instruction include specific learning activities aligned to objectives.
III. Progress Monitoring		
Progress Monitoring	Selected progress monitoring tools meet all of	IID07 The Leadership Team monitors school-level student learning data.

Response to Intervention Component		WISE Tool Indicators
Tools	the following criteria: (1) Has at least nine alternate forms of equal and controlled difficulty; (2) specifies minimum acceptable growth; (3) provides benchmarks for minimum acceptable end-of-year performance; (4) manual reports reliability and validity information for the performance level score.	IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
Frequency of Monitoring	Frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions.	IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
Administration Process	The process used to administer the progress monitoring probes follows a standard procedure consistently.	IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
IV. Data-Based Decision-Making		
Decision Making Process	The mechanism for making decisions about the placement of students in the prevention levels meets all of these criteria: At the end level of the prevention system, the process is (1) data-driven and based on validated methods; (2) involves a broad base of stakeholders; (3) is operationalized with objective criteria.	ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IIA02 Units of instruction include standards-based objectives and criteria for mastery. IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team. IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. IID08 Instructional Teams use student learning data to assess strengths and

Response to Intervention Component		WISE Tool Indicators
		weaknesses of the curriculum and instructional strategies. IID09 Instructional Teams use student learning data to plan instruction. IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives). IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
V. Overarching Factors		
Prevention Focuses	Staff believe that the purpose of RTI is to use early interventions as a way to prevent students from having academic and/or behavioral problems.	IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. IIIC08All teachers display classroom rules and procedures in the classroom..
Leadership	School and district leaders proactively support the essential components of the RTI framework at the school, and their decisions and actions work toward making the RTI framework more effective.	ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). ID08 The Leadership Team serves as a conduit of communication to the faculty and staff. ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. ID13 Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. IE05 The principal participates actively with the school's teams. IE06 The principal keeps a focus on instructional improvement and student learning outcomes. IE07 The principal monitors curriculum and classroom instruction regularly. IE10 The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

Response to Intervention Component		WISE Tool Indicators	
Staff Qualifications	All of the staff who are responsible for providing secondary and tertiary level interventions have been fully trained on RTI and on evidence-based interventions, and ongoing professional development is available as needed.	ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
Culturally and Linguistically Responsive	Core instruction and secondary and tertiary level interventions reflect cultural, linguistic, and socioeconomic factors in the delivery of instruction.	ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
Communications with Parents	Both criteria are met: (1) A description of the school's essential components of RT is shared with parents; (2) a coherent mechanism is implemented for updating parents/guardians of students that are receiving secondary and tertiary interventions.	IE13 IIIB01 IIIB06	The principal offers frequent opportunities for staff and parents to voice All teachers maintain a file of communication with parents. constructive All teachers systematically report to parents the student's mastery of specific standards-based objectives.

School Improvement & Schoolwide Comparison Matrix

Many requirements for both School Improvement Plans and Title I Schoolwide Plans are completed in planning for WISE tool indicators and can count towards both plans. The following chart provides a comparison of each planning process within the WISE tool clusters of indicators. You will see that if you have completed a School Improvement Plan and are moving into the WISE for Schoolwide you are one third of the way there in the area of a comprehensive needs assessment. In School Improvement, schools are required to assess the first three clusters and in Schoolwide all clusters must be assessed leaving only two thirds of the indicators left to assess. If a school so desired, the team could strategically include clusters that counted toward both for future planning purposes. This chart will assist in those planning efforts.

*Establishing a Team Structure

District Context and the Improvement Plan Establishing a team structure with specific duties and time for instructional planning	
ID01	A team structure is officially incorporated into the school improvement plan and school governance policy.
ID02	All teams have written statements of purpose and by-laws for their operation.
ID03	All teams operate with work plans for the year and specific work products to produce.
ID04	All teams prepare agendas for their meetings.
ID05	All teams maintain official minutes of their meetings.
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams.
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff.
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
NOTE:	**Indicators in this section apply to both School Improvement and Schoolwide Planning requirements.**

School Improvement Requirement: Assess all indicators & plan for 3
Schoolwide Requirements: Assess all indicators and plan for 2 and ID10.

*Focusing the Principal's role

District Context and the Improvement Plan Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction	
IE05	The principal participates actively with the school's teams.
IE06	The principal keeps a focus on instructional improvement and student learning outcomes.
IE07	The principal monitors curriculum and classroom instruction regularly.
IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
IE09	The principal challenges, supports and monitors the correction of unsound teaching practices.
IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
NOTE:	**Indicator IE13 applies to both School Improvement & Schoolwide Planning Requirements. The remaining indicators in this section only apply to School Improvement.**

School Improvement Requirement: Assess all indicators & plan for 2

*Aligning Classroom Observations with Evaluation Criteria

District Context and the Improvement Plan Aligning classroom observations with evaluation criteria and professional development	
IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.
IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
IF06	Teachers are required to make individual professional development plans based on classroom observations.
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
IF10	The principal plans opportunities for teachers to share their strengths with other teachers.

School Improvement Requirement: Assess all indicators & plan for 3

Schoolwide Requirements: Assess all indicators and plan for 2 and (IF03, IF04, IF05, IF07, IF08) when addressing component B; also plan for 2 (IF01 Thru IF08, IF10) when addressing component D.

***Engaging Teachers in Aligning Instruction, Assessing, Differentiating, etc.**
***Assessing Student Learning Frequently with Standards-Based Assessments**

Curriculum, Assessment, and Instructional Planning Engaging teachers in aligning instruction with standards and benchmarks	
IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
IIA02	Units of instruction include standards-based objectives and criteria for mastery.
IIA03	Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).
Note:	**The above indicators apply to School Improvement only.**
Curriculum, Assessment, and Instructional Planning Engaging teachers in assessing and monitoring student mastery	
IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team.
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
IIB05	Teachers re-teach based on post-test results.
Note:	**The above indicators apply to both School Improvement and Schoolwide.**
Curriculum, Assessment, and Instructional Planning Engaging teachers in differentiating and aligning learning activities	
IIC01	Units of instruction include specific learning activities aligned to objectives.
IIC03	Materials for standards-aligned learning activities are well organized, labeled, and stored for convenient use by teachers.
Note:	**The above indicators apply to School Improvement only.**
Curriculum, Assessment, and Instructional Planning Engaging teachers in differentiating and aligning learning activities	
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
IID03	Teachers receive timely reports of results from standardized and objectives-based tests.
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
IID07	The Leadership Team monitors school-level student learning data.
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
IID09	Instructional Teams use student learning data to plan instruction.
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).
Note:	**The above Indicators ID10 & ID11 apply to both School Improvement and Schoolwide. The remaining indicators in this section, only apply to School Improvement.**

School Improvement Requirements: Assess & plan for 5.
Schoolwide Requirements: Assess all indicators and plan for a minimum of 2 (in the IIB Section) and ID10 & ID11.

*Expecting and Monitoring Sound Instruction

Classroom Instruction Expecting and monitoring sound instruction in a variety of modes Computer-Based Instruction	
IIIA35	Students are engaged and on task.
IIIA40	All teachers assess student mastery in ways other than those provided by the computer program.
Note:	**The above indicators apply to School Improvement only.**
Classroom Instruction Expecting and monitoring sound instruction in a variety of modes Preparation	
IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.
IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives.
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
Note:	**The above indicators apply to School Improvement only.**
Classroom Instruction Expecting and monitoring sound instruction in a variety of modes Student-Directed Small-Group & Independent Work	
IIIA28	All teachers travel to all areas in which students are working.
IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback).
IIIA32	All teachers interact managerially with students (reinforcing rules, procedures).
IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).
Note:	**IIIA33 only applies to School Improvement, the remaining indicators apply to both School Improvement and Schoolwide.**
Classroom Instruction Expecting and monitoring sound instruction in a variety of modes Teacher-Directed Whole Class or Small Group Instruction - Introduction	
IIIA08	All teachers review the previous lesson.
IIIA09	All teachers clearly state the lesson's topic, theme, and objectives.
IIIA10	All teachers stimulate interest in the topics.
IIIA11	All teachers use modeling, demonstration, and graphics.
Note:	**The above indicators apply to both School Improvement and Schoolwide.**

*Expecting and Monitoring Sound Instruction (Continued)

Classroom Instruction Expecting and monitoring sound instruction in a variety of modes Teacher-Directed Whole Class or Small Group Instruction - Presentation	
IIIA13	All teachers explain directly and thoroughly.
IIIA14	All teachers maintain eye contact.
IIIA15	All teachers speak with expression and use a variety of vocal tones.
IIIA16	All teachers use prompting/cueing.
Note:	**The above indicators apply to both School Improvement and Schoolwide.**
Classroom Instruction Expecting and monitoring sound instruction in a variety of modes Teacher-Directed Whole Class or Small Group Instruction - Summary & Confirmation of Learning	
IIIA17	All teachers re-teach when necessary.
IIIA18	All teachers review with drilling/class recitation.
IIIA19	All teachers review with questioning.
IIIA20	All teachers summarize key concepts.
Note:	**The above indicators apply to both School Improvement and Schoolwide.**
Classroom Instruction Expecting and monitoring sound instruction in a variety of modes Teacher-Student Interaction	
IIIA21	All teachers re-teach following questioning.
IIIA25	All teachers encourage students to paraphrase, summarize, and relate.
IIIA26	All teachers encourage students to check their own comprehension.
IIIA27	All teachers verbally praise students.
Note:	**The above indicators apply to both School Improvement and Schoolwide.**
Classroom Instruction Expecting and monitoring sound homework practices and communication with parents	
IIIB01	All teachers maintain a file of communication with parents.
IIIB02	All teachers regularly assign homework (4 or more days a week).
IIIB03	All teachers check, mark, and return homework.
IIIB06	All teachers systematically report to parents the student's mastery of specific standards-based objectives.
Note:	**The above indicators apply to School Improvement only.**

*Expecting and Monitoring Sound Instruction (Continued)

Classroom Instruction Expecting and monitoring sound classroom management	
IIIC01	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
IIIC04	Students raise hands or otherwise signal before speaking.
IIIC05	All teachers use a variety of instructional modes.
IIIC06	All teachers maintain well-organized student learning materials in the classroom.
IIIC08	All teachers display classroom rules and procedures in the classroom.
IIIC09	All teachers correct students who do not follow classroom rules and procedures.
IIIC10	All teachers reinforce classroom rules and procedures by positively teaching them.
IIIC12	All teachers engage all students (e.g., encourage silent students to participate).
Note:	**The above indicators apply to School Improvement only.**
Classroom Instruction Expecting and monitoring sound homework practices and communication with parents	
IVD07	All-school events include parent-child interactive activities
IVDO8	Office and support staff is trained to make the school a “welcoming place” for parents.
Note:	The above indicators apply to School Improvement only.

School Improvement Requirement: Assess & Plan for 7
Schoolwide Requirements: Assess all indicators and plan for 5.

Other Programs & Services

Other Programs & Services

Federal Program Monitoring & Technical Assistance

Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring has been significantly redesigned with the intent of being a collaborative partnership between the State and district.

State monitoring teams provide technical assistance during the review visit and beyond. It is not the State's intent to tell a district how to run its programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, leveraging all federal requirements to benefit both students and the district.

For technical assistance with monitoring, compliance, or Title programs and their designs, please feel free to contact:

Marcia Beckman
Director of ESEA/Title I Programs
(208) 332-6953
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http://www.sde.idaho.gov/site/title_one/

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http://www.sde.idaho.gov/site/migrant_edu/

Karen Seay
Coordinator of Title I-A (Basic Programs) &
Title X (Homeless Education)
(208) 332-6978
KJSeay@sde.idaho.gov
http://www.sde.idaho.gov/site/homeless_edu/

Parent & Community Involvement

Linked to the WISE Tool, the State has partnered with Academic Development Institute (ADI) to provide the Parent Involvement Analysis (PIA) as a companion tool that helps districts and schools assess and meaningfully address parent involvement policies and practices. The use of the PIA supports districts in meeting Title I regulations and creating a plan to meaningfully involve parents in decision-making centered on continuous improvement. Analysis and planning takes place at a school level, but the tool allows for district and state review and support.

For more information, go to http://www.sde.idaho.gov/site/parentInvolvement/ or contact:

Matt Hyde
Parent & Community Involvement Coordinator
(208) 332-6917
MHyde@sde.idaho.gov

Principals Academy of Leadership (PALs)

Effective instructional leadership is a critical component of school improvement. The process will be used to support conversations around instructional leadership, with plans to make it available for voluntary adoption elsewhere, and is intended to assist district leaders in improving the overall quality of instructional leadership.

Research from Marzano and Public Impact will be utilized to create both the process and a tool. The data gathered from this process will be used to inform professional development decisions related to Tier I and II "Turnaround" School.

For more information, please go to http://www.sde.idaho.gov/site/ssos/PALs.htm or contact:

Jodie Mills
Systems Improvement and School Turnaround Coordinator
(208) 332-6869
JMills@sde.idaho.gov

Superintendents Network

The Superintendents Network is a project developed by the State in conjunction with BSU's Center for School Improvement and the University of Washington's Center for Educational Leadership to support the work of district leaders in improving outcomes for all students by focusing on the quality of instruction.

The network is comprised of over 30 superintendents who work together to develop a cohesive and dedicated leadership community focused on excellence in teaching. They support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their districts. The Department acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the state together to discuss self-identified issues.

For more information, please contact:

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Idaho Building Capacity

The Idaho Building Capacity (IBC) Project is a cornerstone of Idaho's Statewide System of Support for Idaho schools and districts that are in needs improvement status according to No Child Left Behind (NCLB). The project provides scaffolded support designed to assist Local Education Agencies (LEAs) in building their own internal leadership capacity to implement and sustain school and district improvement efforts. A rigorous school and district selection process has been developed, with a goal to select schools and districts that are most in need of support, serve a high proportion of at-risk students, and have limited local resources to meet those needs. The project is sponsored and directed by the State Department of Education, but designed and delivered in partnership with regional school improvement centers at Boise State University, Idaho State University, and the University of Idaho.

For more information, please go to http://www.sde.idaho.gov/site/ssos/IBC.htm or contact:

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Statewide Special Education Technical Assistance (SESTA)

The SESTA project is funded to help build statewide capacity within school systems and empower special education staff to become instructional leaders and experts in their specific field of study.

The mission of the project is to provide statewide coordinated technical assistance and high quality professional development opportunities to Idaho special education personnel. Project activities will build capacity and maximize school improvement efforts by bringing special education personnel and regular education personnel together to integrate services for student with disabilities.

The project goals are as follows:

- To increase the use of consultants and coaches delivering specialized skills to support school improvement.
- To build statewide capacity for improved special education services.
- To improve special education teacher retention.
- To facilitate district buy in to “grow their own experts”.
- To provide professional development opportunities.
- To create ongoing professional development with higher education opportunities for Idaho special educators.

For more information, please go to http://csi.boisestate.edu/sesta/index.shtml or contact:

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