



**Tri-State
Consortium**

**TRI-STATE CONSORTIUM
WOODBRIIDGE VISIT REPORT
5-7 MAY 2010**

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District Visit Information

District Woodbridge

Superintendent Gaeton Stella

Focus English/Language Arts K-6

Dates of Visit 5-7 May 2010

District Coordinators MaryLou Torre

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Narrative

The Woodbridge School District invited a visit team from the Tri-State Consortium to examine its K-6 English/Language Arts program over the three-day period, 5-7 May 2010. The Tri-State Consortium is a learning organization that assists its member districts in using student performance data to develop a rigorous framework for systemic planning, assessment, and continuous improvement. The Tri-State Consortium assessment model is based on systems thinking; that is, it focuses on the degree to which the district is aligned with the model's eight indicators throughout the system. Further, the Consortium is dedicated to the use of student assessment data from multiple sources to inform curricular decisions and instructional strategies, best practices and programs.

Over the course of three days, the visit team analyzed evidence provided by the district in the form of school-based documentation of curricula, processes, and practices directly linked to the teaching and learning of reading and writing, K-6. In addition, we interviewed the Superintendent of Schools, Dr. Gaeton Stella, MaryLou Torre, Principal of Beecher Road Intermediate School, Carol Bequary, Principal of Beecher Primary School, as well as other administrators, teachers, students at various levels, and parents. Members of the Tri-State team also shadowed students, joining them in their Language Arts classes to observe their level of engagement and interest. Ultimately, the visit team generated a series of commendations and recommendations for improvement related to the implementation of school programs and processes centered on the district's self-selected essential questions. These questions provided a framework for the team to focus their research and inquiry. The report that follows represents a benchmark assessment intended to assist the district in meeting its goals.

District Climate and General Impressions

The Woodbridge District demonstrates a commitment to educational excellence that is evidenced in the clear message posted on bulletin boards and district materials, "Learning is the Work". This commitment is evident across the Primary and Intermediate Beecher Road Schools where students are engaged in language arts through a Reader's and Writer's Workshop model and consistently demonstrate creativity and content knowledge in reading and writing. There is a clear, positive and present climate and culture for learning across the two schools, K – 6, and the visit team quickly felt welcomed into this environment. The visit began with delightful student greeters and a welcome from Dr. Stella and Mrs. Torre at the front of the school. This set the stage for a thoroughly planned visit that showed careful selection of student work and a willingness to gain feedback from critical friends. It is important to note that Dr. Stella and the administrative leadership team provide the strength and the critical foundation of stability that is essential for growth in student performance. The creation of a comprehensive Strategic Plan, developed through collaboration and representation of all stakeholders, provides a clear mission, vision, goals that guide the two-school community.

Narrative (continued)

Dr. Stella spoke compellingly about the importance of teachers, noting that “humans are the greatest resource,” and this belief is felt throughout the schools. MaryLou Torre, Principal of the Intermediate School, was flexible in response to our inquiries and requests for access to varied materials. We were able to gather additional information through unscheduled interviews and documents. The evidence boxes provided the team with rich and varied examples to discuss and connect to the essential questions. The team acknowledges the efforts of the Woodbridge staff, as well as their availability throughout the three-day process, and the high quality of their professional approach to the demands of the Tri-State assessment model. The folder of materials, including key documents and survey data, was extremely helpful in completing the picture of the district’s history and current student performance data. The Rotunda room, where we were based, had a range of exemplars of student work and evidence of approach and implementation, enabling the team to quickly feel immersed in the Woodbridge culture.

Woodbridge parents also played an important role in our evaluation process, and the visit team found them to be consistently supportive of the schools and the language arts program. They remarked that they appreciated the opportunity to share their thoughts regarding the program and also noted their feeling of inclusion in the process. The parents support their school district’s budget, which allows the schools to provide programs, supplies and services to the students and staff. Parents spoke about the positive changes in recent years, and they recognize the improvements in the consistency that the current language arts program provides students. Specifically, parents are a tremendous resource for Beecher Road Schools, and the team suggests broadening the current communication strategies to strengthen this support. The Parent’s Guide is a helpful resource for parents; the team suggests using the district website to further educate and inform parents regarding curriculum strategies and key terminology specific to grade level. Some parents spoke about informative curriculum presentations during the school year. Certainly, this would be strengthened through technology at the district level and through the further development of teacher or grade level web pages.

Woodbridge teachers are dedicated, talented professionals committed to student success. There is a palpable sense of integrity and vitality in these schools and a belief in the leadership that has contributed to this positive climate and provides a hopeful feeling about the future. One teacher noted that he is “in love with this school.” This positive tone trickles down to students, who eagerly hosted Tri-State team members, answered questions and spoke with enthusiasm about their learning. Many students described the language arts program in enthusiastic terms and showed serious engagement in the learning process. While teachers describe their participation in grade level and Professional Learning Community meetings, they are eager to play a larger role in the decision-making process with respect to the language arts curriculum. Curriculum leadership that is more explicitly defined with mechanisms to involve all staff members

will provide a stronger voice to teachers as they revise and implement existing curriculum.

Narrative (continued)

Students across grade levels, including the Multi Age Group of grades 1-4, describe their language arts program in positive terms. They show their active involvement in the learning process through self-reflections, hands-on activities and individual projects. Students stated that they believe their performance is improving over time and remarked that teacher feedback in journals and logs supports their learning. The students clearly link their achievements to the instruction provided by interested and caring teachers.

The Woodbridge District has invested considerable energy and resources to support student learning through research-based professional development that has included Readers' and Writers' Workshop training institutes scheduled off-site, as well as on-site training offered during successive summer breaks. This district has also provided embedded professional development during the year through Teachers' College at Columbia University consultants. Also, many teachers were trained in establishing Professional Learning Communities; this structure has been implemented on all teaching teams. The Responsive Classroom framework is another example of a research-based initiative that includes continuous training and provides a model for creating and maintaining positive learning communities. There are teacher leaders who have been through training in the Responsive Classroom format. Although the Responsive Classroom model is not consistently practiced, teachers who do include the approach in their classrooms describe its relevance and effectiveness.

However, there are many strong initiatives in place concurrently, and the visit team urges the district to step back and reflect on how to prioritize training needs for teachers who are directly involved ... and not yet involved. It will be necessary for the district to develop a structure that ensures access for all teachers have access to this training. We suggest that the district administration consult with the faculty about how to accomplish this goal. Once the district leadership has created this process, it is suggested they identify key structures and beliefs related to the language arts curriculum, which must be in place in every classroom.

Responses to Essential Questions

The district requested that the visit team focus its work on two key areas outlined in the essential questions that relate to district goals:

1. To what extent and through what mechanisms are the goals, objectives, timelines, and initiatives relating to our Language Arts curriculum being consistently articulated, aligned and implemented across grade levels?

2. Considering all aspects of literacy (reading, writing, listening, speaking, and viewing) to what extent do we balance high standards of achievement with the developmental needs of diverse learners?

Narrative (continued)

Articulation and Alignment

The articulation and alignment of curriculum across and between grade levels and between primary and intermediate schools has been a challenge for Woodbridge. The district has made progress in the efforts to define core operating principles in the subject of language arts aligned with the Strategic Plan. The teachers and leaders of the Woodbridge district have risen to many challenges over time, as evidenced by the increased achievement on the Connecticut Mastery Test standardized test performance. Change has led to positive results and created new approaches to assessment beyond standardized tests. The team suggests that multiple measures of student performance are the center of most instruction. By moving closer to a broader range of student performance opportunities, exemplars and common experiences across grade levels will lead to a more equitable curriculum.

Although teachers note the many positive changes that have occurred in the last several years to encourage consistent practice, there remain pockets of classrooms not yet fully implementing the language arts curriculum through the process of Readers' and Writers' Workshop. Moving forward to expect all staff members to implement this structure may help to define the related professional development necessary for teachers to gain a full understanding of this structure. A clear definition of the terms, performance-based assessment, metacognition and differentiation will contribute to the coherent articulation of instructional practices and consistent instructional goals. Using technology to communicate standards and operational terms to parents will further support this process.

A curriculum leadership structure that includes teacher representatives who collaborate over the course of the school year will help provide the teachers a voice and encourage a more active role in curriculum revisions, articulation, and alignment that is sought. Identifying leadership roles, common time and resources to do the work of curriculum alignment is a challenge to overcome. There is a commitment to this work evident with administrators and teachers and this next step will support their continued progress.

Essential Question #2:

Considering all aspects of literacy (reading, writing, listening, speaking, and viewing), to what extent do we balance high standards of achievement with the developmental needs of diverse learners?

At the outset of our meeting, Mrs. MaryLou Torre read aloud the above essential question and explained to the visit team that the Steering Committee members experienced some difficulty articulating the second question. They recognized that it was philosophical in nature and challenging to quantify. Nevertheless, the hope was that the

Narrative (continued)

visit team would be able to yield some related observations and insights during their three day visit.

The Beecher Road Tri-State Steering Committee deserves commendation for the courage they displayed in asking such a complex question. This particular question directly connects to the district's Strategic Plan and the challenge of improving teaching and learning. Superintendent Stella and the administration of Beecher Road understand and have clearly communicated that contradictions can be a rich resource for generating good problems for individual and collective growth and change. Questioning and reflection are valuable because the process helps a group bring to the surface possible misunderstandings in shared thinking.

In our interviews with staff and parents, the visit team found limited evidence that staff members and parents were concerned about the balance of high standards and the developmental needs of diverse learners. A teacher we interview noted, "...there is an undercurrent in the school in the sense that more and more is being expected of children" and wondered "If the children are being pressured." A parent suggested, "...all of the literacy standards do not align with developmental needs." And, a support staff member shared "...my worry is that curriculum is so dense there is no time for play. There is a lack of time for metacognition and breathing. We don't have parties any more!" These comments demonstrate the depth of connection between faculty and community that is firmly in place at Beecher Road School.

Moving forward, Beecher Road School administrators might consider forming an improvement team that functions like a PLC. Through the use of protocols such as Wagner's Four Column Immunity Map, the PLC would focus on clarifying potentially contradictory beliefs held by members of the group. This process would allow members of the group to articulate their assumptions. By sharing these assumptions, some members might be willing to release themselves from their own resistance to change. Such a PLC would allow its members to dig deeper into the causes behind the contradiction without trying to 'fix it'.

The Director of Special Education plays a critical role in working alongside teachers to ensure that students are progressing towards required standards. Should a child not be learning, SRBI Tiers of Intervention should be considered. With the requirement for universal screening firmly in place, Beecher Road School would be able to continuously monitor the individual needs of all students.

It appeared to the visit team that the Woodbridge teachers strive to meet the needs of all students in their classes. We did not discern any subgroups of students whose literacy needs were not being addressed. Through special education, remediation and the many literacy programs implemented by the district, the school's at-risk students seem to be

Narrative (continued)

progressing in their literacy development. However, we are less certain about whether the literacy abilities of the school's highest performing students are being addressed.

The Tri State visit team acknowledges the positive change in the district's climate since the last Tri-State visit, and the consistent comments we heard from staff members about the relationship between this change and the leadership provided by the current district and building administration. It is usually the case that as staff members are empowered they seek even more empowerment, and this is the case in Woodbridge. Now that teachers have more of a voice in the district's direction, they wish to have an even greater voice. The visit team suggests that the PLC structure can be used to make sure that all teachers have input into curriculum decisions.

In closing, we wish to thank Dr. Stella, Mrs. Torre and all of the internal steering committee members who contributed to the preparation for this visit. The hospitality was terrific, and we were taken care of for meals and chocolate snacks! All can take pride in the terrific work they did. When we left the district, we concluded that we had spent three days in an environment of learning that is a wonderful place for its students, its literacy program has made great strides in the past several years, and the district is poised for its next steps. The team's impressions centered on the delight we experienced in our interactions with our student guides, parents, and a notably open, highly professional staff.

The first part of the report discusses the current state of the woodbridge visit report. It highlights the importance of the report and the need for a comprehensive review. The report is a key document for the woodbridge visit and provides a detailed overview of the current state of the woodbridge visit.

The second part of the report discusses the findings of the review. It identifies the strengths and weaknesses of the current report and provides recommendations for improvement. The findings are based on a thorough analysis of the current report and a comparison with best practices in the field.

The third part of the report discusses the implementation of the recommendations. It provides a detailed plan for how the recommendations will be implemented and identifies the key stakeholders involved in the process. The implementation plan is a key document for the woodbridge visit and provides a clear roadmap for the future.

The fourth part of the report discusses the conclusion of the review. It summarizes the key findings and recommendations and provides a final assessment of the current state of the woodbridge visit report. The conclusion is a key document for the woodbridge visit and provides a clear overview of the current state of the woodbridge visit report.

Commendations and Recommendations

INDICATOR #1: PERFORMANCE-BASED ASSESSMENT—COMMENDATIONS

- Teachers have a variety of resources and curriculum materials that support the use of performance-based assessments.
- Some grade levels integrate performance-based assessments across disciplines using rubrics, checklists, and self-evaluation. (Political cartoons, digital storytelling)

Commendations and Recommendations

INDICATOR #1: PERFORMANCE-BASED ASSESSMENT—RECOMMENDATIONS

- Consider developing a process that involves teachers in an agreement of the definition of a performance-based assessment as distinguished from a performance-based task. These tasks should allow teachers to tap into the depth of student learning as shown by what students know, as opposed to whether students know the correct response to a test question.
- Performance based assessment work would be further supported by the identification of current practices in place that provide students with opportunities to have a choice in projects and assignments to transfer and apply knowledge.
- It is suggested that the district continue the adoption and implementation of Columbia Teachers' College reading and writing workshop model units of study consistently across grades K-6.

Commendations and Recommendations

INDICATOR #2: STUDENT METACOGNITION IN THE LEARNING PROCESS—

COMMENDATIONS

- The visit team noted examples of teachers in kindergarten through sixth grade who create learning environments where students can engage in self-evaluation and reflection.
- Student choice is evident in several aspects of the learning process, including project media, book club titles, and writing topics.
- Students are provided with several exemplars of self-assessment designed to enhance independent thinking.

Commendations and Recommendations

INDICATOR #2: STUDENT METACOGNITION IN THE LEARNING PROCESS—

RECOMMENDATIONS

- Provide teachers and administrators time to engage in professional dialogue around metacognition that includes clear definitions, structure and consistent assured experiences for students.
- Continue to implement the systematic use of self-assessment and reflection tools to provide a consistent experience for students within and at different grade levels.
- Explore how the results of student self-assessments can be analyzed to measure student growth.
- Consider a process that includes consistent grade level expectations for qualitative criteria in terms of student responses to reading and the nuances of independent record keeping.

Commendations and Recommendations

INDICATOR #3: STUDENT PERFORMANCE DATA—COMMENDATIONS

- There is a formalized mechanism in place to assess student progress using standardized instruments in all grade levels (DRAs, CMTs). This information is systematically and regularly shared with relevant staff members.
- Professional Learning Communities provide a structure for some teachers to share student performance data and adjust their English/Language Arts curriculum according to the results of these formative assessments.
- Teachers regularly use standardized assessments to chart student progress throughout the year (DRA).

Commendations and Recommendations

INDICATOR #3: STUDENT PERFORMANCE DATA—RECOMMENDATIONS

- Consider developing a more formalized approach to sharing data vertically as a way of tracking student performance longitudinally.
- Consider using standardized data to measure the impact of program changes made as a result curriculum adjustments made through Professional Learning Communities meetings.
- Consider designing a more balanced agenda for Professional Learning Communities to include data analysis and protocols for looking at student data and linked to student standards.

Commendations and Recommendations

INDICATOR #4: CURRICULUM AND INSTRUCTION—COMMENDATIONS

- The Professional Learning Community teams' consistent focus on student work is a vehicle for improving curriculum and instruction and has resulted in significant instructional improvement.
- The development of a kindergarten through sixth grade written curriculum is a notable achievement that will serve as a foundation for future curriculum development.
- The Woodbridge Balanced Scorecard provides performance measures in a published document.

Commendations and Recommendations

INDICATOR #4: CURRICULUM AND INSTRUCTION—RECOMMENDATIONS

- The district should consider developing a framework and process for curriculum review and revision, including technology, emerging trends, examination of student work and common assessments.
- Consider the need for explicit leadership that will ensure vertical and horizontal consistency of curriculum implementation. It is further suggested that a literacy leadership council, comprised of teachers and administrators, be formed to assist this process.
- Establish a process that enables district initiatives to be collaboratively developed and adopted by all faculty and staff.

Commendations and Recommendations

INDICATOR #5: PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION—

COMMENDATIONS

- There are varied examples of a systemic, district-wide professional development process. A foundational structure and collaborative belief system of Professional Learning Communities supports the professional work in the Woodbridge district.
- The district has included embedded professional development and ongoing support through the use of institutes and work with an outside consultant.
- Voluntary participation in summer training/institutes shows a commitment to professional growth to support student learning.
- Teacher leadership is encouraged through the process of curriculum revision that includes teacher input. Teachers may request release time to write and revise reading and writing units of study.

Commendations and Recommendations

INDICATOR #5: PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION—

RECOMMENDATIONS

- Consider how to consistently implement Professional Learning Communities to focus on teaching and learning based on informal and formal assessment. Specifically, the use of on-line tutorials and models of best practice would ensure common understanding of the function of PLC's.
- It is recommended that a process be created to provide training to all teachers who will be expected to implement the Readers and Writers Workshop model.
- Incorporate a professional reflective cycle in all P Professional Learning Communities to support continuous growth.
- Consider how to engage teachers in Language Arts curriculum discussions in kindergarten through sixth grade to support vertical alignment during the curriculum writing process over the course of the year to avoid gaps and redundancies.

Commendations and Recommendations

INDICATOR #6: EQUITABLE SUPPORT FOR STUDENT NEEDS—COMMENDATIONS

- The District's initiative towards the Professional Learning Community model, at each grade level, routinely identifies and focuses on discussing the students' academic and non-academic needs.
- District professionals provide a comprehensive approach to literacy in which the disciplines are integrated, such as science, social studies, language arts to meet students' needs and interests.
- The District's approach to literacy accommodates all students' needs by using the Reading Writing workshop.

Commendations and Recommendations

INDICATOR #6: EQUITABLE SUPPORT FOR STUDENT NEEDS—RECOMMENDATIONS

- Consider a plan of action that provides a sharing of information and interventions for students not meeting benchmark levels of achievement.
- Provide more opportunities to incorporate differentiated instruction through the Readers/Writers Workshops.
- Continue to encourage collaboration between the Language Arts specialists and the classroom teachers to enhance and challenge student learning.
- Clarify the specific goals and structures of the Professional Learning Communities.

Commendations and Recommendations

INDICATOR #7: SHARED VISION AND ENVIRONMENT FOR CHANGE:—COMMENDATIONS

- A clear district vision, mission, and strategic plan have been developed. It has been communicated to the staff and community.
- Major initiatives have been undertaken to support this vision and plan: Writers Workshop, Readers Workshop, Responsive Classroom, and Professional Learning Committees.
- Teacher input and creativity have been invited and encouraged throughout the implementation of the strategic plan.

Commendations and Recommendations

INDICATOR #7: SHARED VISION AND ENVIRONMENT FOR CHANGE—

RECOMMENDATIONS

- Consider developing a process for reviewing and revising English/Language Arts curriculum that is ongoing.
- In the decision-making process that is ahead, we recommend that a committee include a wide representation from the classroom teacher community in addition to the Leadership Team.

Commendations and Recommendations

INDICATOR #8: PARENT AND COMMUNITY SUPPORT—COMMENDATIONS

- The district has a range of support programs to involve the community: PACT, the Woodbridge Family Team, Community Outreach Support, Social & Health Assessment, and Community Collaborative. The attention to community outreach is impressive in its consistency, focus and support.
- Parent workshops are part of outreach to larger community and well established during 14 years of PMHP (Primary Mental Health Programs) funding. Parent surveys that assess workshops are positive (e.g., social/emotional development, learning styles and attention, behavioral health data and trends).
- Budget document and presentations are impressive for their detail, consistent vision and transparency.
- Beecher Connection – a daily bulletin for faculty and staff that outlines weekly events and tips for teachers. TAG Connection – connects families and staff to talented and gifted program; lectures given by consultants on developmental and educative issues of interest to parents.
- There is an impressive level of parent involvement in district-sponsored presentations by professional educators, and they are regularly invited into classrooms. Detailed letters describing class focus and plans are sent from staff to parents throughout the school year.
- The district has many well-developed and detailed publications that explain the educational program and is commended for sharing the curriculum with parents (A Parent's Guide to the Curriculum).

Commendations and Recommendations

INDICATOR #8: PARENT AND COMMUNITY SUPPORT—RECOMMENDATIONS

- Consider developing consistent language around literacy, educating parents about this language, and using this language in communications with parents.
- Consider ways to make *A Parent's Guide to the Curriculum* more reader friendly when the district revises the content. Some pages are dense, the fonts vary in size, and it might be a more useful resource if edited.
- Consider ways to share more information about the Readers and Writers Workshop model to assure that parents understand the workshop philosophy and implementation plans.
- Consider making the district's website more accessible and easier to navigate for parents.

Student Metacognition in the Learning Process
Student Performance Indicator #2

Educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically. As a result, students build the capacity over time to assess, reflect upon and make choices that advance their own learning.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
There is a foundational process to design a learning environment that enables students to engage in metacognition.	Individual educators design and intentionally implement a learning environment that enables students to engage in metacognition.	Some improvement in student performance is attributable (in part) to the design and implementation of a learning environment that enables students to engage in metacognition.
There is a systematic process to design a learning environment that enables students to engage in metacognition continuously and systematically. This process includes student reflection, choice and self-assessment.	Many educators design and implement a learning environment that enables students to engage in metacognition systematically. Many educators provide opportunities for student reflection, choice, and self-assessment.	Measurable improvement in student performance is attributable (in part) to the design and implementation of a learning environment that enables students to engage in metacognition systematically.
There is a systemic process that enables students to engage in metacognition continuously and systematically. The learning environment is designed to enable students to build the capacity to assess and reflect upon their learning and make choices that advance their learning.	Most educators design and implement a learning environment that enables students to engage in metacognition continuously and systematically. Educators enable students to build the capacity to assess, reflect upon their learning, and make choices that advance their learning.	Students' capacity to assess, reflect upon and make choices that advance their learning is attributable (in part) to the design and implementation of a learning environment that enables them to engage in metacognition continuously and systematically. Significant improvement in student performance is sustained over time.
There is a systemic, district-wide process that enables students to engage in metacognition continuously and systematically. The design of the learning environment enables students to build the capacity to assess, reflect upon and make choices that advance their learning. The process is reviewed and revised, periodically, based on current research and district analysis of student metacognition data.	All educators design and implement a learning environment that enables students to engage in metacognition, continuously and systematically. All educators enable students to build the capacity to assess and reflect upon their learning, and make choices that advance their learning.	Significant improvement in student performance, sustained over time, is attributable to the design and implementation of a learning environment that enables them to engage in metacognition continuously and systematically. Students build the capacity to assess, reflect upon and make choices that advance their learning.

Student Performance Data
Student Performance - Indicator #3

Norm-referenced and criterion-referenced tests provide data on student knowledge and higher level thinking. The district has in place a system for collecting, analyzing and disseminating student performance data to teachers and administrators. Teachers and administrators use these data collaboratively to make informed decisions on improving student performance.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
There is a foundational process for using norm-referenced and criterion-referenced test data to analyze student knowledge and higher level thinking. The data are disseminated to administrators and teachers.	Individual educators analyze data from norm-referenced and criterion-referenced tests to make informed decisions on improving student performance and higher level thinking.	Some improvement in student knowledge and higher level thinking is related (in part) to the analysis of data from norm-referenced and criterion-referenced tests.
There is a systematic process for using norm-referenced and criterion-referenced test data to analyze student performance over time. The data are used to measure, monitor, and improve student knowledge and higher level thinking. The data are disseminated to administrators and teachers.	Many educators collaborate, over time, to analyze data from norm-referenced and criterion-referenced tests to make informed decisions about curriculum, instruction, student knowledge and higher level thinking.	Measurable improvement in student learning is related (in part) to the analysis of data from norm-referenced and criterion-referenced tests. The analysis is linked to decisions about curriculum, instruction, student knowledge and higher level thinking
There is a systematic process for using norm-referenced and criterion-referenced test data to monitor student performance over time and to disaggregate data from norm-referenced and criterion-referenced tests. The data are used to improve the learning environment, student knowledge, and higher level thinking. The data are disseminated, systematically, to administrators and teachers.	Most educators collaborate to disaggregate and analyze data from norm-referenced and criterion-referenced tests over time as part of a sustained effort to make informed decisions about curriculum, instruction, student knowledge and higher level thinking.	Significant improvement in student learning sustained over time is related (in part) to the use and analysis of student performance data from norm-referenced and criterion-referenced tests and other forms of assessment.
There is a systemic, district-wide process that integrates and monitors student performance data from multiple assessments over time. The disseminated data are used to improve the learning environment, student learning, and higher level thinking through formal cycles of review and revision based on	All educators systematically collaborate to disaggregate and analyze student performance data from multiple sources over time. All educators are involved in a sustained effort to make informed decisions about curriculum and instruction across grades and subject areas.	Significant improvement in student learning is sustained over time and related to the use and analysis of student performance data. Student performance is benchmarked against local, regional, and national measures of performance.

Curriculum and Instruction
Internal Support—Indicator # 4

Teachers and administrators collaborate and develop an articulated and aligned curriculum that ensures optimal student results. Assessment data from multiple sources are analyzed by teachers and administrators when making curricular and instructional decisions. In their planning, teachers purposefully select from a variety of teaching techniques and tools to help students improve and they differentiate curriculum and instruction to address all students' learning needs.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
There is a foundational process for educators to collaborate in developing, articulating, and aligning curriculum and instruction, K-12. Educators analyze student assessment data from multiple sources and select from a variety of teaching materials and instructional strategies that ensure optimal student results.	Individual educators collect and analyze student assessment data from multiple sources and collaborate to develop, articulate, and align curriculum and instruction, K-12. Data are used to select appropriate teaching materials and instructional strategies that support differentiation, and to make curricular and instructional decisions to ensure optimal student results.	Some improvement in student learning is related (in part) to the link between educators' collaboration and analysis of multiple forms of student assessment data to make curricular and instructional decisions, K-12.
There is a systematic process used for educators to collaborate in developing, articulating, and aligning curriculum and instruction, K-12. Educators collaborate to collect and analyze multiple forms of data to ensure optimal student results and to make curricular and instructional decisions.	Many educators systematically collect and analyze student assessment data from multiple sources and collaborate to develop, articulate, and align curriculum and instruction, K-12. Educators purposefully select teaching materials and instructional strategies that differentiate to ensure optimal student results.	Measurable improvement in student learning is related (in part) to the link between a clearly developed, articulated, and aligned curriculum and the systematic use of data analysis from multiple sources to ensure optimal student results.
There is a systemic process for educators to collaborate to develop, articulate, and align curriculum and instruction, K-12. This process is directly linked to the analysis of multiple forms of student assessment data when making curriculum and instruction decisions to ensure optimal student results.	Most educators collaborate in the systemic analysis of student assessment data from multiple sources and to plan, develop, articulate, and align curriculum and instruction, K-12. Student performance data analysis is used to plan, implement, and review curriculum and instruction decisions and to select teaching materials and instructional strategies that ensure	Significant improvement in student learning is sustained over time and related (in part) to the link between the systemic, collaborative analysis of student assessment data and optimal student results.

optimal student results.

Tri-State Consortium Woodbridge Visit Report

The visit was conducted on [Date] and was led by [Name]. The purpose of the visit was to observe and discuss the implementation of the [Program Name] at Woodbridge High School. The visit was a collaborative effort between the Tri-State Consortium and the school staff.

Area	Observations	Recommendations
Classroom	Teachers were observed to be using a variety of instructional strategies, including direct instruction and collaborative learning. Students were engaged and participating in the lessons.	Continue to use a variety of instructional strategies to meet the needs of all learners. Encourage more student-to-student interaction.
Assessment	Assessments were used to measure student learning and progress. Teachers provided feedback to students on their work.	Use formative assessments more frequently to provide ongoing feedback to students. Consider using a variety of assessment methods.
Professional Learning	Teachers participated in professional learning opportunities, including workshops and conferences. They shared their experiences and best practices.	Continue to provide opportunities for professional learning and collaboration among teachers. Encourage teachers to share their expertise with colleagues.
Leadership	School leaders were observed to be providing support and resources for teachers and students. They were also involved in decision-making and planning.	Continue to provide support and resources for teachers and students. Encourage school leaders to be more visible in the classroom.

Curriculum and Instruction
Internal Support—Indicator # 4 (continued)

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
<p>There is a systemic, district-wide process for educators to collaborate in the ongoing planning, development, articulation and alignment of curriculum and instruction, K-12. The systemic, district-wide analysis of student assessment data from multiple sources is directly linked to decisions about teaching materials and instructional strategies. The process is continually monitored and improved based on a formal cycle of review, shared experience, current research, new knowledge and feedback from multiple sources.</p>	<p>All educators collaborate with colleagues across grade and content levels in the systemic analysis of multiple forms of student assessment data. All educators use student performance data to purposefully plan and select appropriate teaching materials and instructional strategies that differentiate to ensure optimal student results.</p>	<p>Significant improvement in student learning is sustained over time and consistent with local, national and international standards of excellence. Improved student achievement results are related to systemic, district-wide developed, articulated, and aligned curriculum, instruction, and data analysis from multiple sources.</p>

Professional Learning
Internal Support - Indicator # 5

The professional learning plan is based on current student and teacher needs linked to district goals. Professional learning is embedded, collaborative, and reflective. The district is attentive to providing the time and resources for this learning to take place. Professional learning is evaluated using a supervision and evaluation process that focuses on the efficacy of instruction and attendant growth in student learning.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
There is a foundational professional learning process that is based on current student and teacher needs related to district goals. This process is embedded, collaborative and reflective.	Individual educators are involved in professional learning that is embedded, collaborative and reflective and based on teacher and student needs related to district goals.	Some improvement in student learning related (in part) to the link between professional learning and district goals.
There is a systematic professional learning process that is based on student and teacher needs related to district goals. Professional learning is embedded, collaborative and reflective; it is systematically evaluated.	Many educators participate in professional learning that is embedded, collaborative, reflective and based on teacher and student needs related to district goals.	Measurable improvement in student learning is related (in part) to district goals linked to professional learning that is embedded, collaborative and reflective.
There is a systemic professional learning process that is based on student and teacher needs related to district goals. Sustained professional learning is embedded, collaborative and reflective. Professional learning is reviewed and revised over time and is linked to the district plan for supervision and evaluation.	Most educators participate in professional learning that is systemic and based on student/teacher needs related to district goals. Educators consistently link professional goals to student learning.	Significant improvement in student learning related (in part) to educators' participation in systemic professional learning that is embedded, collaborative, reflective and related to student needs. Student growth is directly linked to systematic, sustained professional learning.
There is a systemic, district-wide professional learning process in place that is based on teacher/student needs related to district goals. Time and resources are provided to ensure that professional learning is embedded, collaborative and reflective. The plan is evaluated using a supervision and evaluation process that focuses on optimal student results. The professional learning plan is reviewed and revised based on current research and district analysis of professional learning.	All educators participate in professional learning that is systemic, district-wide, and based on student and teacher needs related to district goals. Educators consistently link professional goals to decisions about instructional strategies that promote optimal student learning.	Significant improvement in student learning is related to educators' participation in systemic, district-wide professional learning that is embedded, collaborative, reflective and related to student needs. Student learning is directly linked to professional learning.

Equitable Support for Student Needs
Student Performance Indicator #6

Processes and practices are in place in the district that identify and meet students' academic and non-academic needs. These processes and practices are informed by data gathered from a variety of sources and are aligned with student learning goals for students at all performance levels. Policies and practices that govern student access to all programs are non-discriminatory and set high expectations that challenge each student. All students have equitable access to all programs.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
There is a foundational process to identify students' academic and non-academic needs through policies and practices informed by data from a variety of sources.	Individual educators analyze data from a variety of sources to meet students' academic and non-academic needs. Data analysis is used to align policies and practices with learning goals of students at all performance levels.	Some improvement in student performance is attributable (in part) to the alignment of policies and practices with student learning goals. Data from a variety of sources are analyzed and used to ensure students' equitable access to all programs.
There is a systematic process that identifies students' academic and non-academic needs. Data from a variety of sources are analyzed and aligned with student learning goals to ensure non-discriminatory, equitable access to all programs for students at all performance levels. High expectations challenge all students.	Many educators analyze data from a variety of sources to meet students' academic and non-academic needs. The data analysis is aligned with student learning goals, ensures equitable access to all programs and sets high expectations that challenge students at all performance levels.	Measurable improvement in student performance is attributable (in part) to the analysis of data aligned with student learning goals. The data are used to ensure equitable access to all programs and to set high expectations that challenge students at all performance levels.
There is a systemic process that identifies student academic and non-academic needs. Data from a variety of sources, aligned with student learning goals, are analyzed to ensure all students have non-discriminatory, equitable access to all programs. The systemic process includes setting high expectations that challenge students at all performance levels and is periodically reviewed and revised.	Most educators analyze data, systematically, to meet students' academic and non-academic needs at all performance levels. Data analyses are aligned with student learning goals to ensure equitable access to all programs and to challenge students to meet high expectations at all performance levels.	Significant improvement in student performance is attributable (in part) to the analysis of data aligned with student goals, and is sustained over time. Data are analyzed to ensure equitable access to all programs for students at all performance levels.

Equitable Support for Student Needs
Student Performance Indicator #6 (continued)

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
<p>4. There is a systemic, district-wide process to analyze data from a variety of sources to meet students' academic and non-academic needs. This process is aligned with student learning goals to ensure equitable access to all programs for students at all performance levels. High expectations are set that challenge each student. The process is formally reviewed and revised based on current research.</p>	<p>4. All educators analyze data, systematically, from a variety of sources to meet students' academic and non-academic needs. The data and analyses are aligned with student learning goals and used to set high expectations that challenge students at all performance levels. Students at all performance levels have equitable access to all programs.</p>	<p>4. Significant improvement in student learning sustained over time is linked to the systematic analysis of data aligned with student learning goals and high expectations that challenge students at all performance levels. The data are used to ensure all students have equitable access to all programs.</p>

Shared Vision and Environment for Change
Internal Support—Indicator # 7

Shared vision and goals focused on student performance have been developed with the staff and community, are well articulated, clearly communicated, and consistently pursued throughout the district and school community. This vision expects, supports, and recognizes change and creativity. It values and encourages progressive innovation that leads toward higher student achievement. Data are utilized to support decisions for change. This includes a process to review work and learn from experimentation.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
There is a foundational process to build a shared vision with staff and community to establish goals focused on student performance. This process encourages progressive innovation that leads toward higher student achievement.	Individual educators and community members collaborate to pursue a shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation.	Some improvement in student performance is attributable (in part) to a shared vision and goals focused on student performance and to innovative programs and practices.
There is a systematic process to build a shared vision and goals with staff and community that are focused on student performance. The vision and goals are articulated, communicated and pursued throughout the district and school community. This process values and encourages change, creativity, and progressive innovation that lead toward higher student achievement.	Many educators and community members collaborate to support the systemic shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation. Many educators value change, creativity, and progressive innovation that leads toward higher student achievement. Data are analyzed to support decisions for change.	Measurable improvement in student learning is related (in part) to a shared vision and related goals and is suggested by data from multiple sources. Measurable improvement is a result (in part) of innovative programs and practices.
There is a systemic process for building a shared vision and goals with staff and community. The vision and related goals are well articulated, communicated and pursued throughout the district and community. This process values change and creativity and encourages progressive innovation. Data are analyzed to support decisions for change. The process is periodically reviewed and revised based on current research.	Most educators and community members collaborate to support the systemic shared vision and goals that are focused on student performance. The vision expects, supports, and recognizes change, creativity and progressive innovation. Many educators value change, creativity, and progressive innovation that leads toward higher student achievement. Data are analyzed to support decisions for change.	Significant improvement in student learning, sustained over time, is related to a shared vision and related goals and to innovative programs, practices, and analysis of student performance data.

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Performance-based Assessment
Student Performance - Indicator # 1 (continued)

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
<p>There is a systemic, district-wide process for the use of performance-based assessments to enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria and results are analyzed and used over time to inform curriculum and instruction. The process is reviewed and revised periodically based on current research and district analysis of performance-based assessments.</p>	<p>All educators systematically use performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills, and higher level thinking within and across disciplines. All educators evaluate student work based on common criteria, and analyze student results to inform curriculum and instruction decisions.</p>	<p>Significant improvement in student learning sustained over time is related to the use of performance-based assessments that enable students to demonstrate their capacity of transfer and apply knowledge, skills and higher level thinking. Improved student performance is attributable to the use of common criteria and analysis of results, and supported by local, regional and national measures of excellence.</p>

Appendix I: Evaluation Scores

Performance-based Assessment Student Performance - Indicator # 1

Educators utilize performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge. These assessments demonstrate the degree to which students integrate knowledge, skills, and higher-level thinking both within and across disciplines. Student work is evaluated based on common criteria, and results are analyzed and used over time to inform curriculum and instruction.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
There is a foundational process to use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria.	Individual educators use performance-based assessments that enable students to demonstrate, transfer and apply knowledge, skills, and higher level thinking within and across disciplines. Some educators evaluate student work based on common criteria.	Some improvement in student learning is related (in part) to the use of performance assessments that are evaluated based on common criteria.
There is a systematic process for the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated based on common criteria.	Many educators use a variety of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Many educators evaluate student work based on common criteria.	Measurable improvement in student learning related (in part) to the use of performance assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines.
There is a systemic process for the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Student work is evaluated on based on common criteria and results are analyzed and used over time to inform curriculum and instruction decisions.	Most educators use performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills and higher level thinking within and across disciplines. Most educators use common criteria to evaluate student work, and analyze results to inform curriculum and instruction decisions.	Significant improvement in student learning is sustained over time and related (in part) to the use of performance-based assessments that enable students to demonstrate their capacity to transfer and apply knowledge, skills, and higher level thinking within and across disciplines.

Shared Vision and Environment for Change
Internal Support—Indicator # 7

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
<p>There is a systemic, district-wide process for building a shared vision with staff and community and establishing related goals that are well articulated, communicated, and consistently pursued throughout the district and school community. This systemic, district-wide process is formally reviewed and revised based on current research.</p>	<p>All educators and members of the community collaborate to support the systemic and district-wide vision and related goals focused on student performance. All educators are actively engaged in the development, testing, evaluating and sharing of new tools, techniques and instructional strategies focused on improving student achievement. Change and program innovations are expected, on-going and are derived from multiple assessments.</p>	<p>Significant improvement in student performance, sustained over time, is related to a shared vision and is benchmarked against local and national measures of excellence. Significant improvement in student achievement, sustained over time, is a result of innovative programs and practices.</p>

Parent and Community Support
External Support—Indicator #8

The active involvement of parents and the community and ongoing communication among all constituent groups are encouraged and utilized to improve student learning. A wide range of community resources extends the classroom and enriches the educational experience of students. The budget development process supports the mission, vision and goals of the district and is aligned with efforts to improve student performance.

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
There is no process evident.	There is no evidence of implementation.	There is no evidence of results.
There is a foundational process that encourages the active involvement of and communication with parents, community and educators. The budget process supports the district mission, vision and goals and is aligned with efforts to improve student performance.	Individual educators are actively involved with parents and community members in conversations focused on improved teaching and learning. Opportunities for parents to communicate with educators are aligned with district efforts to improve student performance.	The active involvement and two-way communication among educators, parents and community members are linked (in part) to some improvement in student learning.
There is a systematic process for the active involvement of parents and community members, and ongoing communication among parents, community members, and educators. The systematic process includes developing a budget that supports the district mission, vision and goals. A wide range of community resources extends the classroom experience and is aligned with efforts to improve student performance.	Many educators communicate with parents and community members to improve student learning. Parents and community members support the budget, the mission, vision and goals of the district and provide resources that extend the classroom experience.	The active involvement of the parents and community members in the education process is recognized, along with programs supported by the district budget, as contributing (in part) to measurable improvement in student learning as assessed by classroom and district data from multiple sources.
There is a systemic process to encourage the active involvement of and communication between parents and community members and educators. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance. A wide range of community resources extends and enriches the classroom experience and is aligned with efforts to improve student performance.	Most parents and community members are actively involved in ongoing communication with educators to improve student learning. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance.	The active involvement of the parents and community members in the education process is recognized, along with programs supported by the district budget, as contributing (in part) to significant improvement in student learning sustained over time.

Parent and Community Support
External Support—Indicator #8

<i>Approach</i>	<i>Implementation</i>	<i>Results</i>
<p>There is a systemic, district-wide process for the active involvement of and communication among parents, community members and educators. The budget development process is systemic and district-wide, is aligned with the district mission, vision, and goals, and is aligned with efforts to improve student achievement. A wide range of community resources extends and enriches the classroom experience. These processes are periodically reviewed and revised based on current research.</p>	<p>All parents and community members are afforded opportunities to be actively involved in ongoing communication with educators to improve student learning. Community resources provide enrichment that extends the classroom experience for all students. The budget development process supports the district mission, vision and goals and is aligned with efforts to improve student performance.</p>	<p>The active involvement of parents and community members in ongoing two-way communication with educators is linked to significant improvement in student learning sustained over time. There is consistent community support for programs aligned with efforts to improve student performance and based on local and national measures of excellence.</p>

