

Survey of Instructional and Organizational Effectiveness

Seven Quality Indicators of a Fully-Functioning and Operational Level of Implementation*

Levels of Performance from the downloadable rubric booklet on the NSSE website

*Adapted from Level 3 on a scale of 4=Exemplary to 0=No Evidence



Principles	4	3	2	1	0
	<i>Exemplary level of development and implementation</i>	<i>Fully functioning and operational level of implementation</i>	<i>Limited development and/or partial implementation</i>	<i>Low level of development and implementation</i>	<i>No evidence of development or implementation</i>

INSTRUCTIONAL EFFECTIVENESS

Curriculum

Quality Curriculum

- Base curriculum on standards that address students' diverse learning needs and challenge them to excel in their learning
- Focus curriculum development on essential knowledge and skills to support the learning of all students

Implementation and Articulation

- Align teaching strategies, learning activities, instructional support, resources, and student assessments with the curriculum
- Use research-based practices in implementing the curriculum
- Base instructional materials and resources on essential knowledge and skills
- Articulate a curriculum that leads to a shared vision for student learning held by teachers, parents, and community members

Evaluation of Curriculum

- Monitor, review, and modify the curriculum, as needed, using an ongoing process based on student performance data

Instructional Design

Alignment

- Base the use of instructional strategies and activities on knowledge and skills for student learning

Data-driven Decision Making

- Review or modify the instructional process based on assessments of student learning

Student Engagement

- Protect instructional time to support students in their learning
- Create a positive learning climate with effective classroom management and organizational strategies to support student learning
- Emphasize both essential knowledge and skills and higher order thinking skills

Support Opportunities

- Supplement classroom instruction with a variety of opportunities for students to improve their learning

Assessment Systems

Assessment and Expectations

- Develop assessments based on type of achievement and performance standards

Purpose and Information Needs

- Identify information needs of decision makers
- Communicate the purpose of assessments to stakeholders before assessments are given
- Link assessments with specific instructional uses
- Interpret results of assessments consistently

Method of Assessment

- Select assessments based on the type of learning, performance standards, and the purpose of the assessment

Representative Sample

- Select assessments that adequately cover the intended range of essential knowledge and skills to be assessed
- Assess student learning to include an adequate sample of performance that is representative of what students can do, and provides sufficient evidence that results are generalizable

Fair Assessments

- Use assessments and grading practices which are fair and accurate
- Share expectations for student learning and performance standards with students in advance



ORGANIZATIONAL EFFECTIVENESS

Educational Agenda

Collaborative Process

- Facilitate a consensus-building process engaging the school community in developing the school's beliefs, vision, mission, and expectations for student learning
- Appoint collaborative teams to examine the research, future trends, and profile data

Shared Vision, Beliefs, and Mission

- Develop and communicate shared beliefs, vision, and mission that are comprehensive, compelling, and focused on student learning

Measured Expectations

- Select appropriate goals based on priorities for improving instructional and organizational effectiveness
- Define measurable, challenging, and attainable goals focused on student learning

Leadership

Quality Instruction

- Establish an academic learning climate focused on instructional goals while valuing student and staff accomplishments

Schoolwide Plans for Improvement

- Develop action plans that are aligned with the school's goals for student learning. Include research-based strategies, resources, timelines, responsibilities, and a plan for documenting results of implementation and student growth

Effective Decision Making

- Use a collaborative decision-making process that is aligned with the school's beliefs, mission, and goals; and which meaningfully involves the school's stakeholders
- Analyze pertinent data to inform the decision-making process
- Align decisions with research-based practices and organizational conditions of high performing schools

Monitoring Student Learning

- Monitor student progress through regular assessment and evaluation
- Assess instructional and organizational effectiveness and use data to improve student learning

Stewardship

- Provide skillful stewardship by managing the school's policies, procedures, and use of resources consistent with the school's beliefs and mission

Community-building

Community-building

- Foster productive relationships that nurture a sense of caring and belonging among students, teachers, support staff, and administrators
- Establish collaborative teams to achieve the school's goals

School Community

- Engage parents and families as partners in the learning process
- Support collaboration among K-16 educators, community members, and local agencies

Continuous Improvement and Learning

Commitment to Professional Development

- Build the school's organizational capacity to develop a culture of improvement
- Focus the professional development of administrators, teachers, and support staff on the knowledge and skills needed to achieve the school's goals

Productive Change and Improvement

- Foster an understanding of the change process that supports continuous improvement
- Sustain a commitment to continuous improvement by supporting the work of those responsible for implementing school improvement initiatives

