

Facilitator's Guide: Assessing an Indicator

Facilitator's Script	Resources
<p><i>(Differentiation- Facilitator can choose to do this next part as a whole group, or jigsaw out the indicators and have small groups complete this section.)</i></p> <p>During the last session, your team used data to choose the indicators _____, _____, and _____. (OR- if you have a newly titled building that needs to checkmark off the requirement of assessing 1 indicator in each strand be clear that this is the reason the team is assessing indicators that may not have actions)</p> <ul style="list-style-type: none"> • The BLT will assess the existing state of the indicators chosen. <p>All of the work we do today, the process manager (and/or principal) will insert into KansaStar to be the SIP.</p> <p>It is important to take a moment to assess where you are in regards to this indicator and where you want to be before entering the action steps the team will take. Where you want to be, or the desired state, is the most important to identify. This provides the school with a vision of where they are headed and helps guide the team as they create goals and actions.</p> <p>To begin, take a few moments to read the wise ways for this indicator. This is the research to support the indicator. As you read, underline information that may help to answer the question "How might this indicator look if it is fully implemented in our school?"</p> <p>(5 minutes for individuals to read and mark the text)</p> <p>One of the first steps to building a school improvement plan is to assess where the school is currently at (existing state) in regards to the indicator and where they ultimately want to end up (desired state). "How might this indicator look if it is fully implemented in our school?" (Record information as it is shared out.) If this is how you want your school to ultimately look, how might you know when you have reached this? In other words "How will you know this objective has been fully met?" (Record information as it is shared out. This portion is the most important of assessing the indicator. Spend the most time in this portion and ask questions to help the team clarify their thinking and be specific in their description) The answers to these questions will be recorded into KansaStar for each indicator in the section that states: Describe below how it will look when this objective is being fully met. Also describe the information you will need to provide evidence that this objective is fully met.</p> <p>Now, let's back up and talk about your current existing state. "How does this</p>	<p><i>Existing State Desired State</i> from The Adaptive School: A Sourcebook for Developing Collaborative Groups By Robert Garmston and Bruce Wellman pg. 257-258</p> <p>Print out a copy of the Wise Ways for each indicator</p> <p>Existing State/Desired State graphic organizer listed on poster paper for each indicator</p> <p>Poster of KansaStar Indicator Assessment Consensus Voting</p> <p><i>Sufficient Consensus</i> from The Adaptive School: A Sourcebook for Developing Collaborative Groups By Robert Garmston and Bruce Wellman pg. 263-264</p>

currently look in your school? (Record information as it is shared out.) The answers to these questions will be recorded into KansaStar for each indicator in the section that states: Describe your Current Implementation Efforts.

The last piece is to rate the level of development, priority, and opportunity of this indicator on a scale of 1 to 3. To do this, I will ask you a question, and then you will hold up your fingers to indicate 1,2, or 3. The scale changes for each of the categories, so pay close attention to the questions.

Thinking about how you described the current existing state, how would you rate the level of implementation 1- No Development or Implementation 2- Limited Development or Implementation or 3- Full Implementation. (Use sufficient consensus to determine a rating and record on the poster)

Thank you. Next, How high of a priority do you think this indicator is for your school? (May remind them that it should be high because of the work they did with data to initially choose this indicator. This question is generally there because some schools were not using data prior to choosing indicators) 1- Lowest Priority 2- Medium Priority 3- Highest Priority (Use sufficient consensus to determine a rating and record on the poster)

Last one is the opportunity score. This assessment is directly related to how difficult this indicator will be to work on. 1- Requires changes in current policy/budget 2- Accomplished within current policy and budget 3- Easy to address (Use sufficient consensus to determine a rating and record on the poster)

The consensus score to these questions will be recorded into KansaStar for each indicator in the section that states: Assess,