

West Virginia Standards for Effective Schools



West Virginia DEPARTMENT OF
EDUCATION

Self-Reflection Exercise

The West Virginia Standards for Effective Schools describe the seven common standards expected of schools to ensure high quality education in engaging learning environments. The research-based standards represent a coherent and aligned framework for continuous improvement which schools can use as a guide for self-assessment, decision-making, professional development, and strategic planning.

The following tool may be useful in collecting perceptual data surrounding the implementation of the standards within a school. This self-reflection exercise is intended to deepen user understanding of the standards while stimulating conversation to support a collective understanding.

The self-reflection can be completed individually, or by groups of stakeholders. Perceptual data gleaned through this exercise may be used to inform decision making and planning for continuous improvement.

Instructions:

1. For each standard, read the definition and three key concepts.
2. Assign a rating of 1-5 for each key concept, indicating your perception of that concept's current implementation in your school. A rating of 1 indicates little to no implementation of that descriptor in the school setting, while a rating of 5 indicates effective implementation. Use the notes column to record supporting evidence for your rating.
3. The possible indicators beneath each standard show ways in which that standard may be apparent in a school environment.

Implementation Ideas:

1. The School Leadership Team may consider completing the self-assessment, one standard at a time, to guide discussion and decision-making regarding the standards.
2. The self-reflection may be a valuable tool in assessing family and community perceptions.
3. This tool could be helpful in creating baseline data and progress monitoring of improvement efforts.

West Virginia Standards for Effective Schools Self-Assessment



1. Clear and Focused Mission

Definition: *The school's purpose and approach to support learning for all.*

Rating	Notes
<p>Key Concepts A culture of ownership for student success is pervasive.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Shared beliefs and values are evident.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Commitment to a shared vision is present.</p> <p>1 2 3 4 5</p>	

Possible Indicators:

- Our school's mission makes all students and families feel like they are a part of our school.
- The staff shares beliefs and values that positively impact student success.
- The school mission statement guides our instructional program and drives decision making.
- There is frequent and meaningful discussion about school goals and means of achieving them.
- The staff is committed to the school's mission.
- The staff believes in learning for all, whatever it takes.



2. Instructional Leadership

Definition: Ensuring the effectiveness of instruction leads to student achievement.

Rating	Notes
<p>Key Concepts The principal ensures implementation of high-yield instructional strategies.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Staff lead and assume responsibility for overall academic success.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Students are engaged in age-appropriate leadership opportunities.</p> <p>1 2 3 4 5</p>	

Possible Indicators:

- Many decisions are made collaboratively through communication between the school administration, staff, students, families, and community.
- The school administration has established a strong instructional focus in the school by conducting consistent walk-throughs, providing constructive feedback, and protecting instructional time.
- The school administration supports teachers during each step of the educator evaluation process.
- All students are empowered and engaged in age-appropriate opportunities that develop leadership skills.
- Student leadership opportunities develop self-direction and foster a sense of responsibility for improving self, school, and community.
- The principal provides constructive feedback on instructional plans on a regular basis.



3. High Expectations for Success

Definition: Purposefully providing a climate in which all students can learn and succeed.

Rating	Notes
<p>Key Concepts Staff believe in and demonstrate their ability to successfully teach all students.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Staff believe all students can and will obtain mastery.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Responses and adjustments occur to assure mastery when some students do not learn, or have already mastered the concept.</p> <p>1 2 3 4 5</p>	

Possible Indicators:

- Staff members believe ALL students will obtain mastery of State Standards.
- Staff members believe they have the professional capacity to enable ALL students to achieve mastery.
- I believe my colleagues and I can successfully do what is being asked of us at this school.
- Teachers typically believe the instructional program results in most students mastering most skills, regardless of home background factors.
- Staff members ensure that students believe in their own abilities to succeed at school.
- Staff members feel their mindset strongly impacts their actions in the classroom and expectations for students.

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4. Positive and Safe Environment

Definition: Orderly, purposeful, and accommodating of all students' needs.

Rating	Notes
<p>Key Concepts Collaboration and cooperation are pervasive among staff and students.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Appropriate behavior is expected and supported.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Student diversity is embraced and respected.</p> <p>1 2 3 4 5</p>	

Possible Indicators:

- Research-based interventions for students' social, emotional, and academic well-being are provided by all staff.
- All teachers make learning fun and engaging at our school.
- Our school has an orderly, purposeful, and business-like atmosphere free from the threat of physical and emotional harm.
- The staff is committed to consistently following the agreed-upon rules and regulations of our school.
- Our school has a cooperative, nurturing environment with a strong, academic focus.
- All teachers maintain positive teacher-student relationships.



5. Equitable Opportunities to Learn and Effective Instruction

Definition: *Sufficient time for meaningful learning is provided to all students.*

Rating	Notes
<p>Key Concepts Instructional time is utilized efficiently and effectively.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Instructional activities are rigorous and aligned to student interest and State Standards.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Feedback is timely, ongoing, and supports individual student growth.</p> <p>1 2 3 4 5</p>	

Possible Indicators:

- All teachers create inviting, student-centered classrooms that foster learning for all.
- Instructional time is utilized efficiently to successfully teach curriculum to grade-level mastery.
- All teachers differentiate content, processes, and products for students on a regular basis.
- Teachers consistently use various research-based strategies to deliver instruction.
- Adopted curriculum is analyzed to ensure alignment to grade-level state standards.
- All teachers routinely review student work and give timely corrective feedback.



6. Frequent Monitoring of Student Progress

Definition: A variety of data are used as the basis for adjusting the instructional approach.

Rating	Notes
<p>Key Concepts Formative assessments are utilized to measure student performance.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Student performance is used to guide instructional decisions.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Teachers monitor student progress toward established instructional goals.</p> <p>1 2 3 4 5</p>	

Possible Indicators:

- The staff evaluates the results of student learning, implements adjustments to instructional practices, and monitors for results on a regular basis.
- Our school has empowered leadership teams and professional learning communities.
- All teachers consistently use student performance data to give feedback and plan instruction.
- All teachers design common assessments, analyze student performance, and engage in instructional conversations.
- Formative assessment results are used frequently by all teachers to inform adjustments in instruction.
- All teachers help monitor and guide progress toward strategic plan goals and continuous improvement.



7. Family and Community Partnerships

Definition: Purposeful relationships exist between families, community, and the school.

Rating	Notes
<p>Key Concepts The school community fosters shared responsibility for student success.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Community understands and supports the school’s mission.</p> <p>1 2 3 4 5</p>	
<p>Key Concepts Partnerships exist between school and community to support academic, social-emotional, and physical needs.</p> <p>1 2 3 4 5</p>	

Possible Indicators:

- The staff effectively communicates with families on a regular basis.
- The staff forms meaningful partnerships with families and community organizations to meet the needs of all students.
- Our school provides families with sufficient information regarding grade-level state standards, school rules, parent-teacher conferences, etc.
- Families and teachers work together to encourage students to engage in learning opportunities at home.
- The staff provides opportunities for families to celebrate student accomplishments.
- Most families understand and promote our school’s mission and expectations for all students’ achievement and performance.