

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
Team Chair Assessment of Standards Report: State Education Improvement Process

Glossary: Members, Visits, and Documentation Terms

| | |
|--|--|
| External Team Chair | An individual from outside the school district who provides leadership throughout the education improvement process. This person ideally serves for a five-year period of the continuous cycle. |
| Steering Committee Chair | One or two local school district members who provide leadership for the local steering committee throughout the education improvement process. This position is normally held by members of the school staff. This position is usually assigned for the duration of the entire five-year cycle; however, the school may choose other rotations for the position. |
| Steering Committee | The steering committee or local education improvement team oversees the education improvement process within the school. Committee size is determined by the school and may be composed of faculty members, administrators, students, and parents. These positions are usually held for the duration of the entire five-year cycle; however, the school may choose other rotations for the committee members. |
| Administrative Contact | A school administrator designated to be the lead contact person for regular communication between the Department of Public Instruction and the school. |
| State Education Improvement Process Five-year Continuous Cycle | <p>The reporting schedule is as follows.</p> <p>Year one – conduct the Initial External Team Chair Visit. The external team chair submits the report (SFN 58177) to the DPI and the school within two weeks after the school visit. The school submits the Action Plan (SFN 54223) to the DPI one month after receiving the External Team Chair Report.</p> <p>Year Two – conduct the External Team Visit Report (SFN 58177) which is required in year two or year three as determined in collaboration between the school and the external team chair. If the visit is conducted during year two, the external team chair submits the report to the DPI and the school within two weeks after the school visit. The school submits the School's Annual Review (SFN 58916) to the DPI and the external team chair by June 1 of each school year.</p> <p>Year Three – conduct the External Team Visit Report (SFN 58177) which is required in year two or year three as determined in collaboration between the school and the external team chair. If the visit is conducted during year three, the external team chair submits the report to the DPI and the school within two weeks after the school visit. The school submits the School's Annual Review (SFN 58916) to the DPI and the external team chair by June 1 of each school year.</p> <p>Year Four – continuous school improvement efforts – communicate with the external team chair as needed. The school submits the School's Annual Review (SFN 58916) to the DPI and the external team chair by June 1 of each school year.</p> <p>Year Five - conduct the Final External Team Chair Visit. The external team chair submits the report (SFN 58177) to the DPI and the school within two weeks after the school visit. The school submits the School's Annual Review (SFN 58916) to the DPI and the external team chair by June 1 of each school year.</p> |

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
Team Chair Assessment of Standards Report: State Education Improvement Process

Glossary: Members, Visits, and Documentation Terms (cont.)

| | |
|--------------------------|--|
| Initial Team Chair Visit | An external team chair visit involves examination of the State Education Improvement Standards including the review of the school's data gathering process, goal selection, and development of the education improvement action plan. A report on the visit is submitted by the external peer review team chair to the school and the Department. |
| External Team Visit | A school visitation team, led by the external team chair, examines the selected target area goals and makes recommendations to improve the implementation of the target area goals. A report on the visit is submitted by the external team chair to the school and the Department. |
| Action Plan | This documentation identifies the school's target areas, target goals, supporting data, expected outcomes, interventions, research or best practices for interventions, activities to implement the interventions, persons responsible, timelines, resources, and professional development activities for each target area. The plan is submitted by the local steering committee to the Department after the initial team chair visit. |
| Annual Review | The school's annual response identifies what the school learned throughout the year, what worked, what didn't work, new directions or continuation of goals. This response is submitted by the local steering committee to the Department and the external team chair at the end of each school year. |
| Intervention | An action taken for the purpose of modifying existing educational programs to increase student performance to meet the established target area goals. |
| Target Area | A skill or competency identified for improvement through an education improvement activity. Schools must identify a minimum of two and a maximum of three target areas for the cycle. |
| Target Area Goal | A statement that defines the student outcome expected to result from each target area identified in the action plan. |
| School Portfolio | The collection of all data, charts, action plans, and reports for the school's five-year continuous education improvement cycle. This collection should be organized and kept in one central location for regular reference. The school portfolio should include the school's mission, information about the school community, and the following four assessment data areas: 1) Demographic – staff and students; 2) Perception – summary; 3) Achievement – data points from the assessments; and 4) Program – curriculum instruction. |
| School Profile | Refer to the North Dakota School Profile website: http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm . |

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
Team Chair Assessment of Standards Report: State Education Improvement Process

Glossary: Members, Visits, and Documentation Terms (cont.)

Self-Study

The school's internal process to gather data and identify student learning needs based on multiple indicators. The disaggregation of data is used to select target areas for all students K-12. Based on selected target areas, goals and interventions should be set for implementation by all staff. Assessment documentation should be gathered throughout the five-year process to assist in determining the success of student learning.