Indicator	7			Cleveland City		
	1990	2000	2010	1990	2000	2010
Resident population	29,190	25,327	18,210	505,647	478,403	396,830
Percent increase or decrease in the resident population	NA	-13.2	-28.1	NA	-5.4	-17.1
Percent white	16.4	10.3	7.9	49.5	43.2	37.3
Percent black	81.5	87.8	88.6	46.6	51.5	53.3
Percent Hispanic	3.3	3.0	2.7	4.6	7.3	10.0
Percent younger than 18 years of age	31.3	33.7	25.6	26.9	28.5	24.6
Percent 18 years of age and older	68.7	66.3	74.4	73.1	71.5	75.4
Percent 65 years of age and older	13.9	12.3	13.7	14.0	12.5	12.0
Ratio of adults to children	2.2	2.0	2.9	2.7	2.5	3.1
Number of families	6,527	5,741	3,910	122,952	111,998	89,826
Number of families with children < 18 years of age	3,615	3,013	1,834	60,877	58,482	42,155
Percent of families with children < 18 years of age, headed by a female	65.8	66.2	74.0	44.5	49.9	58.4

NOTE: The 1990 and 2010 numbers in this profile may not match other published counts of 1990 and 2010 Census data because we have converted the 1990 and 2010 data to 2000 Census geography to allow for comparisons between Censuses. Some geographic boundaries changed over the decade. In order to accurately compare the data over time, the data must be in the same geographic boundaries.

"NA" Not Available.

Source: NEO CANDO system, Center on Urban Poverty and Community Development, MSASS, Case Western Reserve University (http://neocando.case.edu).

Indicator	Cuyahoga County		
	1990	2000	2010
Resident population	1,412,140	1,393,978	1,280,122
Percent increase or decrease in the resident population	NA	-1.3	-8.2
Percent white	72.6	68.7	63.6
Percent black	24.8	27.7	29.7
Percent Hispanic	2.2	3.4	4.8
Percent younger than 18 years of age	23.9	25.0	22.7
Percent 18 years of age and older	76.1	75.0	77.3
Percent 65 years of age and older	15.7	15.6	15.5
Ratio of adults to children	3.2	3.0	3.4
Number of families	370,083	354,615	319,996
Number of families with children < 18 years of age	165,364	165,812	138,294
Percent of families with children < 18 years of age, headed by a female	26.9	30.4	36.5

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"NA" Not Available.

Source: NEO CANDO system, Center on Urban Poverty and Community Development, MSASS, Case Western Reserve University (http://neocando.case.edu).

Indicator	7			Cleveland City		
	1990	2005	2009**	1990	2005	2009**
Fertility rate*	109.4	78.2	74.0	88.0	65.0	70.2
Births to teenage mothers per 1,000 females aged 15-19	178.8	86.3	83.3	126.4	70.9	73.6
Percent of births to unmarried mothers	80.6	86.6	92.0	60.7	71.0	77.4
Percent of low birthweight births	14.9	15.3	18.5	11.9	12.7	13.3
Percent of births with adequate prenatal care	44.6	45.9	39.6	56.8	62.9	46.3
Percent of births without prenatal care	10.2	3.1	2.0	5.9	2.0	2.0
Percent of births that received prenatal care during the first trimester	60.2	71.0	52.9	70.6	74.9	58.4
Percent of births to women without high school education	46.9	35.7	40.2	35.7	31.7	31.9

Indicator	Cuyahoga County		
	1990	2005	2009**
Fertility rate*	69.5	59.7	61.1
Births to teenage mothers per 1,000 females aged 15-19	66.8	41.1	40.7
Percent of births to unmarried mothers	38.5	46.1	51.9
Percent of low birthweight births	9.0	10.0	10.5
Percent of births with adequate prenatal care	67.0	76.6	55.4
Percent of births without prenatal care	3.5	1.2	1.3
Percent of births that received prenatal care during the first trimester	79.9	84.3	67.8
Percent of births to women without high school education	20.8	17.7	17.6

**Rate is per 1,000 females aged 15-44.*

***Several changes were implemented beginning with the 2006 birth data. 2008 data may not be comparable to data prior to 2006.*

"S" Data is suppressed due to Ohio Department of Health policy. See NEO CANDO documentation for more information (http://neocando.case.edu/cando/pdf/VitalStatisticsIndicators.pdf).

Source: NEO CANDO system, Center on Urban Poverty and Community Development, MSASS, Case Western Reserve University (http://neocando.case.edu).

Indicator	7		Cleveland City		Cuyahoga County	
	1990	2000	1990	2000	1990	2000
Percent of persons aged 5+ that moved within the past 5 years	43.3	44.8	41.0	44.2	39.2	40.4
Percent of occupied housing units with a householder* in current unit for less than 1 year	22.1	22.5	19.3	20.7	16.6	17.2

**The householder in most cases is one of the persons who owns or rents the unit.*

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Source: NEO CANDO system, Center on Urban Poverty and Community Development, MSASS, Case Western Reserve University (http://neocando.case.edu).

Indicator	7		Cleveland City		Cuyahoga County	
	1990	2000	1990	2000	1990	2000
Percent of individuals with incomes below the poverty level	50.8	41.1	28.7	26.3	13.8	13.1
Percent of families with children* with incomes below the poverty level	60.3	48.7	37.7	32.3	18.5	16.2
Median household income** ($)	10,780	20,252	23,129	33,651	37,112	50,835
Unemployment rate	27.7	18.7	14.0	11.2	7.5	6.2

**"Families with children" refers to families with children less than 18 years of age.*
***Median household income is based on the previous year's income. The 1989 median household income is adjusted to 1999 constant dollars using CPI-U-RS -- U.S. city average.*

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Source: NEO CANDO system, Center on Urban Poverty and Community Development, MSASS, Case Western Reserve University (http://neocando.case.edu).

Indicator	7		Cleveland City		Cuyahoga County	
	1990	2000	1990	2000	1990	2000
Percent of population aged 25+ with at least a high school degree*	46.5	55.8	58.8	69.0	74.0	81.6
Percent of population aged 25+ with at least a college degree**	4.5	5.7	8.1	11.4	20.1	25.1

**"High school degree" refers to a high school degree or equivalent.*
***"College degree" refers to those with a bachelors degree or more.*

NOTE: The 1990 numbers in this profile may not match other published counts of 1990 Census data because we have converted the 1990 data to 2000 Census geography to allow for comparisons between the 1990 and 2000 Censuses. Some geographic boundaries changed over the decade. In order to accurately compare the data over time, the data must be in the same geographic boundaries.

Source: NEO CANDO system, Center on Urban Poverty and Community Development, MSASS, Case Western Reserve University (http://neocando.case.edu).

Indicator	7			Cleveland City			Cuyahoga County		
	1990	2000	2010	1990	2000	2010	1990	2000	2010
Number of housing units	13,528	12,232	10,790	224,319	215,856	207,543	604,538	616,903	621,763
Percent of occupied housing units	83.8	79.8	72.5	89.1	88.3	80.7	93.2	92.6	87.7
Percent of vacant housing units	16.2	20.2	27.5	10.9	11.7	19.3	6.8	7.4	12.3
Percent of owner occupied housing units	29.5	31.1	30.2	47.9	48.5	44.1	62.0	63.2	60.9
Percent of renter occupied housing units	70.5	68.9	69.8	52.1	51.5	55.9	38.0	36.8	39.1
Median gross rent ($)	238	374	NA	322	465	NA	397	541	NA

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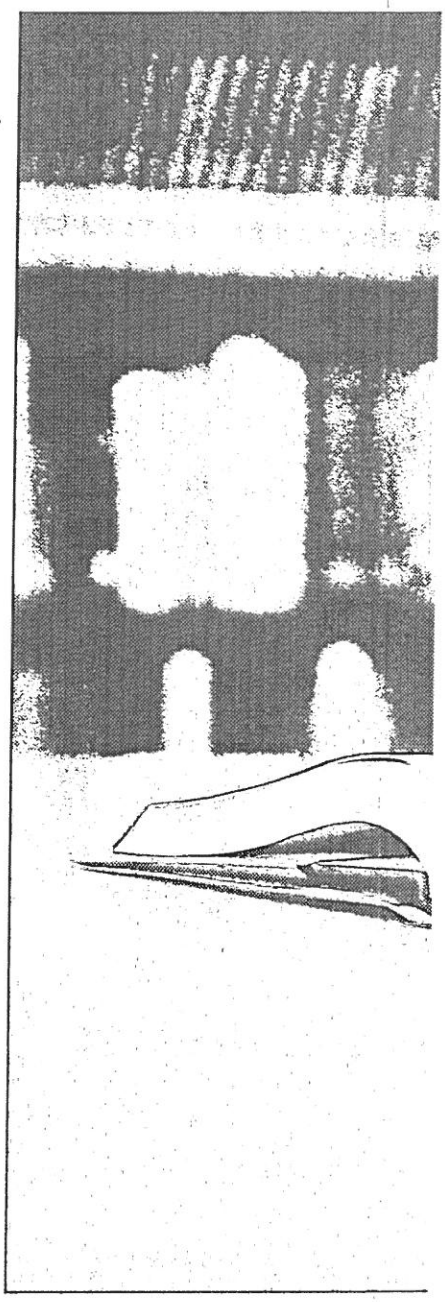
"NA" Not Available.

Source: NEO CANDO system, Center on Urban Poverty and Community Development, MSASS, Case Western Reserve University (http://neocando.case.edu).

Indicator	7		Cleveland City		Cuyahoga County	
	1998	2008	1998	2008	1998	2008
Serious violent crimes per 100,000 population	1,862.1	2,470.3	1,379.6	1,604.0	NA	NA
Serious property crimes per 100,000 population	6,467.5	6,534.8	5,855.1	6,129.8	NA	NA
Drug arrests per 100,000 population	1,724.2	1,594.2	1,908.6	1,292.0	NA	NA
Child maltreatment per 1,000 children < 18 years of age*	55.4	27.8	44.4	18.3	26.3	9.6

"NA" Data is not available for this geographic level.

Source: NEO CANDO system, Center on Urban Poverty and Community Development, MSASS, Case Western Reserve University (http://neocando.case.edu).



Teachers learn to set goals with students

Cooperative process brings Wisconsin school to new heights of innovation and success

BY JAN O'NEILL

Leaving Interstate 94 north of Milwaukee and driving east toward Brookfield, Wis., you cross through flat cornfields stretching to the horizon, dotted by red barns, a few white farmhouses, and the occasional herd of Hereford cows. Within five miles, though, the scene turns to precisely landscaped suburban homes skirted by straight white sidewalks and tall shade trees. On the edges of this manicured part of the community sits Burleigh Elementary School. The large, modern building has the look and feel of suburbia: new play equipment, grassy open fields, a clean, expansive parking lot. A bright welcome sign greets visitors at the door: "We welcome all parents and visitors. Please stop in our office to introduce yourself and pick up a visitor's pass."

Inside, the hallways are wide, clean, and well-lit. Every 12 feet or so the plain walls are enhanced with large, wildly colorful murals that office and custodial staff designed and children, parents, and staff painted together.

Today, Burleigh is a high-performing school. Teachers and students are empowered and share responsibility for learning using a goal-setting and monitoring process deemed the SMART (Specific and Strategic, Measurable, Attainable, Results-based, and Timebound) Goals Process. Others in the district view Burleigh as cutting-edge and willing to innovate.

Today at Burleigh Elementary, students set learning goals for themselves and self-assess at every grade level and

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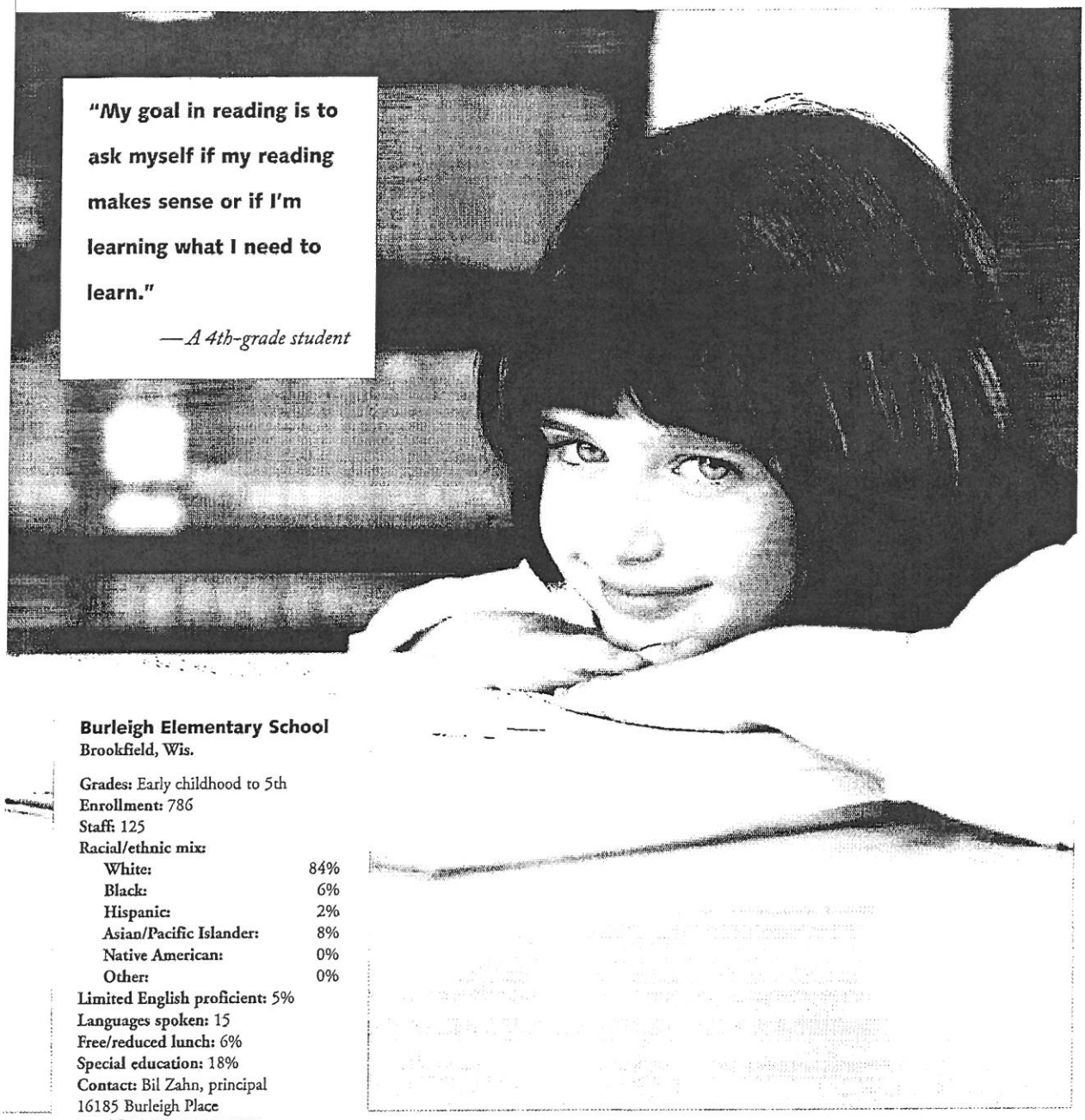

"My goal in reading is to ask myself if my reading makes sense or if I'm learning what I need to learn."

—A 4th-grade student

Burleigh Elementary School
Brookfield, Wis.

Grades: Early childhood to 5th
Enrollment: 786
Staff: 125
Racial/ethnic mix:

White:	84%
Black:	6%
Hispanic:	2%
Asian/Pacific Islander:	8%
Native American:	0%
Other:	0%

Limited English proficient: 5%
Languages spoken: 15
Free/reduced lunch: 6%
Special education: 18%
Contact: Bil Zahn, principal
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Brookfield, WI 53005-2899
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E-mail: zahnw@elmbrook.k12.wi.us

in every class. They record their work in their journals. Most importantly, students are able to identify what comes next — what skills they need to focus on to reach their goal based on mini-lessons from teachers and the skill work they've done.

It wasn't always so. Eleven years ago, Burleigh was the lowest-performing school in the Elmbrook School District, with 20% of students achieving below grade level. However, for the last 14 years, the school has been a model of democratic leadership, working to achieve what Linda Lambert terms leadership capacity and others call strong capacity (Newmann, King, & Youngs, 1999). Teachers at Burleigh have been empowered to speak up, collaborate, and share decision making with each other, the principal, and parents. Burleigh had started making gains, particularly in reading. When staff added goal-setting, they began to see significant changes in achievement.

Then, four years ago, a former board member and parent of a Burleigh student asked, "What would

it look like if part of our vision was that all students have input and ownership of their learning?" Principal Bil Zahn and school staff took up the challenge.

The Burleigh staff had been empowered through their shared governance leadership model. Now, they began empowering students. Staff wanted more involvement than having students help decide classroom behavior rules or giving them leeway in rearranging their desks. The group became convinced that increasing students' responsibility using the goal-setting process they were already familiar with would empower students and raise achievement. They translated the district's SMART acronym into more kid-friendly language — Specific, Measurable, Achievable, Real, and Timeline — and began.

GETTING BUY-IN

Burleigh's data team, a part of its school improvement team, started by asking whether research supported the idea that student involvement improves achievement. The group, made up of grade-level teacher representatives, the principal, and resource staff, read Paul Black and Dylan Wiliam's article, "Inside the Black Box" from *Phi Delta Kappan* (1998), which said that students who understand their learning targets, are engaged in the ongoing assessment process, and receive quality feedback dramatically improve their achievement. They reviewed research (Wang, Haertel, & Walberg, 1994) that showed students are motivated to try harder, risk failure, and set higher standards for themselves when they are involved in setting goals and monitoring and evaluating their own performance.

Some staff and parents were concerned that students might be given too much control, negatively affecting achievement.

Some staff and parents were con-

Burleigh students improved their achievement from baseline on the state's 3rd-grade reading test.

Baseline 2000-01	2001-02	2002-03	Target 2003-04
90%	96%	93%	96%

Burleigh 2nd-grade students improved achievement on the district reading assessments of letter/sound recognition.

	Baseline 2000-01	2001-02	2002-03	Target 2003-04
K	98% (letters)	97% (letters)	89% (test changed, combined scores)	98% (letters)
	85% (sounds)	92% (sounds)		93% (sounds)
1st	90%	93%	88%	94%
2nd	89%	96%	96%	95%

2nd-grade students improved achievement in reading on the Iowa Test of Basic Skills.

	Baseline 2000-01	2002-03	Target 2003-04
Reading	75%	77%	80%
Language	79%	74%	85%

2nd-grade subgroups showed improvement on the Iowa Test of Basic Skills.

	Baseline 2000-01		2002-03	
	African-American	Special education	African-American	Special education
Reading	56%	39%	61%	63%
Language	57%	38%	76%	38%
Math	54%	18%	54%	49%

4th-grade students improved their reading, language, math, and writing proficiency on the state test.

	Baseline 2000-01	2001-02	2002-03	Target 2003-04
Reading	91%	90%	96%	96%
Language	91%	89%	93%	96%
Math	91%	91%	96%	96%
Writing	32%	52%	Test changed. NA	80%

4th- and 5th-grade achievement on the district writing assessment has also improved:

	Baseline 2000-01	2001-02	2002-03	Target 2003-04
Grade 4	41%	53%	NA	80%
Grade 5	51%	65%	NA	80%

Based on student achievement data from state tests and district assessments, staff determined students needed to improve reading and writing particularly.

cerned that students might be given too much control, negatively affecting achievement. They were concerned that teachers would give up their responsibilities by turning more over to students. The data team attended grade-level team meetings and PTO meetings, sharing the Black and Wiliam article. The district's coordinator of assessment worked with the school faculty, sharing research about student motivation, goal setting, and student-involved assessment. Through Burleigh's shared decision-making model, members from each of the school's shared decision committees — student support, instructional resources, and the action team — discussed the idea within the committees and at their grade-level groups. Conversations were intense and often hard, and they occurred everywhere — at grade-level meetings, in the lounge, at PTO meetings, in the parking lot.

Meanwhile, a number of teachers simply forged ahead and set SMART goals with their students. Working closely with these teachers, the school's learning support coordinator, reading specialist, and instructional resource teacher developed processes, templates, and tools to help the students. (See "Setting SMART Goals" at right.) These materials were developed "just in time" and tested in the classroom, then revised based on what teachers discovered. The teachers shared the lessons with other staff in faculty and grade-level meetings and at every opportunity.

Burleigh's leadership team then asked all teachers to turn in their students' SMART goals to the principal and the resource team for review at the end of the year, with evidence of each student's progress on those goals. The combination of education, communication, support, modeling, and pressure began to bring all teachers and parents on board. Principal Zahn said, "We did it through common sense and dialogue. We had to make it risk-free, too. We always said if something wasn't working, we'd throw it out. But success breeds success. Over time, everyone began to get more and more excited by the process. Kids were learning; kids were engaged."

Based on student achievement data from state tests and district assessments, staff determined students needed to improve reading and writing particularly. These subjects would give a focus to the areas for which students wrote their own SMART goals.

To begin the process, the teachers wrote schoolwide three-year SMART goals by grade level:

• 96% of 3rd graders will score proficient or advanced on the state reading test by 2003-04. The baseline in 1999-00 was 90%.

• 98% of kindergarten students will achieve letter recognition and 93% will achieve sound recognition by 2003-04. The baseline in 1999-00 was 98% and 85% respectively.

• 94% of 1st graders will achieve at or above grade level on the district reading assessment by 2003-04. The baseline in 1999-00 was 90%.

• 95% of 2nd graders will achieve at or above grade level on the district reading assessment by 2003-04. The baseline in 1999-00 was 89%.

• 80% of 2nd graders will be proficient in reading, and 85% will be proficient in language, as measured by the Iowa Test of Basic Skills in 2003-04. The baseline was 75% and 79% in 1999-00.

• 96% of 4th graders will score proficient or advanced on reading, language, and math subtests of state standardized tests by 2003-04. The baseline was 91% for all tests in 2000-01.

• 80% of 4th graders will score proficient or advanced on the writing subtest of the state standardized test by 2003-04. The baseline was 32% in 2000.

• 80% of 3rd-, 4th- and 5th-grade students will be proficient on

Conversations were intense and often hard, and they occurred everywhere — at grade-level meetings, in the lounge, at PTO meetings, in the parking lot.

Setting SMART goals

Teachers consider a number of factors when helping students set SMART goals.

1. **Self-reflection.** Ask the student to think about: What am I doing well? What do I need to do to improve?
2. **Goal setting.** The student plans what to do.
3. **Rationale.** The student explains why he or she chose the goal.
4. **Action plan.** The student describes strategies and steps he or she will use to complete the goal. The student names resources to use to reach the goal.
5. **Timeline.** The student decides how much time to spend working on the goal, including setting progress checkpoints when goals have longer time frames.
6. **Evidence.** The student describes how he or she will know when the goal is reached: What will it look like? What work might I collect?
7. **Implementation.** The student carries out his or her plan.
8. **Reflection.** The student is asked to reflect: Did I reach my goal? How do I know? What went well? What gave me trouble? Did I use or follow my action plan? What is my next step in this area?

the district writing test in 2003-04. The baseline was 41% for 4th graders and 51% for 5th graders in 2000-01, 62% for 3rd graders in 2001-02 (there is no data for this test for 3rd grade in 2000-01).

The leadership team devised a professional development strategy to help the school achieve these goals. For example, the reading specialist worked with all K-2 staff on early reading. Faculty from the University of Wisconsin-Milwaukee collaborated with teachers, providing courses, program support, and research-based materials. In addition to committing to their own professional development in effective strategies for teaching reading, math, and writing, teachers committed to teaching students how to use SMART goals to improve their reading, math, and writing. Three members of the school's resource team along with grade-level leaders guided teachers as they developed processes and tools to help the children set and monitor SMART goals. (See "A 4th Grader Reflects on Goals" at right.) The teachers even set SMART goals for the process:

- 100% of K-3 students will demonstrate growth by setting and achieving a SMART goal in reading.
- 100% of 4th- and 5th-grade students will demonstrate growth by setting and achieving a SMART goal in writing in a content area.

"It's the relentless nature of this goal setting that reinforces the kids to continuously work to improve," one teacher said.

The teachers worked during weekly grade-level team meetings to define "good quality writing," "strong reading skills," and "strong math skills" so students would have a clear picture of their learning targets. They developed exemplars to use with students to help them uncover for themselves what constituted quality.

When teaching each lesson, teachers first would tell the students the target of the lesson (e.g. creative and expressive word choice), follow the explanation with a mini-lesson, and then ask the students to evaluate their own work based on the target and the exemplar. Students created SMART goals at the beginning of each unit that incorporated the language of the skills being taught, as well as the targets. For example, one student wrote, "My goal in reading is to ask myself if my reading makes sense or if I'm learning what I need to learn."

Because instructional strategies were so targeted, specific and clear, the children and their teachers could see which skills a student had mastered and which needed work each time the children assessed their work. Routine assessment is a key component of the process. As Black and Wiliam note, "When anyone is trying to learn, feedback about the effort has three elements: recognizing the desired goal, evidence about present position, and some understanding of a way to close the gap between the two." Teachers checked students' SMART goals progress through daily and weekly observations, performance tasks, and short paper and pencil assessments. These formative assessments best demonstrated students' learning as they sought to create quality work, assessed themselves, and received feedback from their teachers and peers. Teachers also assessed the school and grade-level SMART goals through district- and state-level standardized tests.

As the students showed evidence of their learning, teachers grew more confident in the students' ability to achieve. One 2nd-grade teacher didn't believe one of her students could achieve computational fluency. She worked with him to continue setting goals, taught mini skill-based lessons, and reviewed his self-assessments. The child's intrinsic motivation kicked in as he was allowed to become responsible for the learning process, and by January, he had reached the benchmark for his grade. "It's the relentless nature of this goal setting that reinforces the kids to continuously work to improve," one teacher said.

A 4th grader reflects on goals

At the end of the year, students were required to complete a survey that helped them reflect on their SMART goals. One 4th grader responded:

- **My goal:**
To ask myself if my reading makes sense, or if I'm learning what I need to learn.
- **I reached my goal.**
Yes.
- **I think goal setting helped me improve.**
Yes.
- **My evidence:**
My monitor/clarify sheet is my evidence. My parents and teacher talked to me about my goal.
- **This is what I learned from the goal-setting process:**
That if you set a goal and work at it, you could really reach it and become better at something.
- **I will set goals on my own in the future.**
Yes. I've found out that goals can really help you.

RESULTS

Four years later, student goal setting is a routine at Burleigh Elementary. And although they fell short of some of their SMART goals for 2003-04 by a small amount, teachers cite progress, particularly for minority and special education students.

Rather than criticizing themselves for not achieving all their goals, the

teachers immediately began working in grade-level teams to dig into the data to determine which areas were strongest and weakest for which students. They used early release days, time when students attended specials, and half- and full-day substitutes to collaborate. With the support of the resource team, they developed action plans to specifically address the needs of struggling learners at each grade level. For example, they decided they needed additional staff development on giving writers quality feedback and would provide guided reading in class five days a week to 1st and 2nd graders performing below grade level.

Marge Willms, Burleigh's instructional resource teacher, says the greatest opportunity emerging from the process is that teachers are differentiating their instruction more. Students are selecting strategies using goal-setting worksheets that are directly tied to their individual SMART goals, and teachers are directing specific mini-lessons to build those skills. Students are more aware of what they're working on. They can tell a visitor, for example, "I'm working on word choice" in writing, or "I'm working on sounding out letters" in reading.

Principal Zahn points to at least three positive outcomes:

- **Kids are more committed to trying harder.**

In regular classroom visits, Zahn notes students are more deeply engaged in writing, and their journals show how they intend to achieve their goals for particular lessons.

- **Students are tuning in more to teachers' mini-lessons.**

Students have set clear goals for themselves on daily "I Can" goal sheets, and they write about the lessons in their journals, both demonstrations of what they are learning.

- **Teachers are able to critique and challenge the students in ways beyond what they had in the past.**

As they came to understand and define "quality feedback," the feedback has become timely, explicit, and tied to goals and student learning content. They have higher expectations based on more individualized knowledge of students' abilities, and students are working to the higher levels. They have been able to identify students who continue to struggle and work with them in small, skill-based groups to provide additional intensive instruction.

CONCLUSION

Sustaining improvement and building capacity for ongoing learning is a key challenge for schools, particularly high-performing schools facing increasing pressures from the No Child Left Behind Act. The effectiveness of Burleigh's efforts to have students share responsibility for their learning goes even beyond test scores. The more teachers see their hard work paying off, the more effective they feel and the higher their expectations for students (Tschannen-Moran, Hoy, & Hoy, 1998). When Zahn asked Burleigh's teachers last year if they wanted to drop student goal setting from their to-do list, teachers replied, "Why would we even go there?"

The process has become as embedded in the school's culture as shared leadership. Burleigh Elementary is a high-capacity school where learning is ongoing and shared by teachers and students alike.

"It seems that the focus of everything that we are expected to do these days is aimed at increased academic student achievement as measured through standardized tests," Zahn says. "We recognize the need for additional measures of student learning. The SMART goal process targets increased student achievement, but also teaches our children a process that will prepare them to achieve in all aspects of life."

The process has become as embedded in the school's culture as shared leadership.

The lesson has hit home. As one 4th grader wrote in reflecting about her SMART goal, "I learned if you set a goal and work at it, you could really reach it and become better at something. I've found out that goals can really help you."

Resources

- *Building Shared Responsibility for Student Learning,* by Anne Conzemius and Jan O'Neill (Alexandria, VA: ASCD, 2001).
- *The Handbook for SMART School Teams,* by Anne Conzemius and Jan O'Neill (Bloomington, IN: National Educational Service, 2002).

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QUAGLIA INSTITUTE
for student aspirations

Aspirations Briefs

A series of papers for those who work with students

The Aspirations Framework

Published by the Quaglia Institute for Student Aspirations | www.qisa.org

QUAGLIA INSTITUTE
for student aspirations

The Aspirations Framework

Aspirations is the ability to dream and set goals for the future while being inspired in the present to reach those dreams.

– Dr. Russell J. Quaglia

The Quaglia Institute for Student Aspirations (QISA) believes that for students to have high aspirations, they must believe in themselves, be actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow.

QISA is committed to helping schools foster students' aspirations so that all students reach their fullest potential and achieve the success they want for themselves. The Aspirations Framework outlines a way to recognize and develop students' aspirations, while trusting in the professional judgment of educators to decide what concrete actions are best for their school. The Framework is a research-based set of principles and conditions, yet does not provide a prescription for implementation. While QISA collects best practices and certain tried and true applications, ultimately administrators, teachers, and students must guide decisions about how best to realize the Aspirations Framework in their school. The *combination* of QISA's expertise articulated in the Framework and a school's expertise in their unique culture is what cultivates a learning environment in which all students are inspired to achieve their very best—personally, socially, and academically.

QISA believes that for students to have high aspirations, three Guiding Principles must be present: *Self-Worth*, *Engagement*, and *Purpose*. These Guiding Principles direct the development of educational experiences, from the individual classroom to the entire school building. Students who have aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school, and work with intention toward their goals.

The Guiding Principles, in turn, are lived out through the 8 Conditions that emphasize relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals. The 8 Conditions are: *Belonging*, *Heroes, Sense of Accomplishment*, *Fun & Excitement*, *Curiosity & Creativity*, *Spirit of Adventure*, *Leadership & Responsibility*, and *Confidence to Take Action*. The 8 Conditions make a difference because they help schools put into practice the three principles that guide Aspirations work.

Developing Students' Self-Worth:
Belonging, Heroes, and Sense of Accomplishment

Self-Worth begins when students experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Students also experience *Self-Worth* when someone in their lives believes in them. They need Heroes: people they can look up to, respect, and learn from. To develop *Self-Worth,* students also need a Sense of Accomplishment. They must be recognized as much for their effort, perseverance, and citizenship as they are for high grades and good test scores. As students build *Self-Worth,* they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

Fostering Students' Engagement in Learning:
Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure

Engagement means that students are emotionally, intellectually, and behaviorally engaged in their learning. Emotionally engaged students experience Fun & Excitement by becoming so involved that they almost lose track of time. At the end of the lesson, they wonder, "Where did that time go?" Intellectually engaged students are not afraid to ask "Why?" or "Why not?" about the world around them. Curiosity & Creativity are alive in the way they learn, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Behaviorally engaged students have a Spirit of Adventure. They are not afraid to try new things, or to take on healthy challenges, regardless of whether they might succeed or fail. With *Engagement*, learning becomes important in and of itself.

Encouraging a Sense of Purpose:
Leadership & Responsibility and Confidence to Take Action

Schools must challenge students to think about their *Purpose—who* they want to become as well as *what* they want to be. To reach this goal, students need to explore what it means to have, and create, a successful and rewarding life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, students need the opportunity to assume Leadership & Responsibility in their lives. They must learn to make decisions and understand the consequences of their choices. When students have *Purpose,* they have the Confidence to Take Action toward a meaningful, productive, and rewarding future. They believe in themselves and are motivated to reach their dreams.

In summary, the Aspirations Framework—from the definition of Aspirations through the Guiding Principles and into the 8 Conditions—is a way of scaffolding the various, and at times disparate, initiatives and programs that many schools have adopted over the years. As an organizing set of common sense ideas, the Framework can help educators and students decide what practices, policies, norms, and customs support student success and which are a hindrance to that effort. The Aspirations Framework represents a return to a core belief that every educator holds: There is nothing more important than motivating students to achieve their dreams.

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The 3 Guiding Principles

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The 3 Guiding Principles

As educators and policy makers strive for all students to reach their academic promise, they must ask: How can students meet high academic standards if they don't believe in their ability to do so? How can they learn if they aren't academically engaged? How can they set and reach academic goals if they don't see the purpose in doing so?

If students are to enjoy academic, social, and personal success, they must believe in themselves, be actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow. When these experiences are absent, aspirations flounder and achievement declines.

The Quaglia Institute for Student Aspirations (QISA) is committed to helping schools foster student aspirations so that all students reach their fullest potential. When students have high aspirations, they have the *ability to set goals and think about the future while being inspired in the present to reach those goals*. QISA believes that for students to have high aspirations, 3 Guiding Principles must be present: Self-Worth, Engagement, and Purpose.

The 3 Guiding Principles provide educators with a practical model that can be used to guide the development of educational experiences, from the individual classroom to the entire school building. If school curriculum, activities and lessons support each of the Guiding Principles, students will be more likely to achieve academic, personal, and social success.

The 3 Guiding Principles are:

1. Self Worth

Self-Worth occurs when students know they are valued members of the school community, have a person in their lives they can trust and learn from, and believe they have the ability to achieve—academically, personally, and socially.

2. Engagement

Engagement happens when students are deeply involved in the learning process, as characterized by enthusiasm and desire to learn new things, and a willingness to take positive, healthy steps toward the future.

3. Purpose

Purpose exists when students take responsibility for who and what they want to become, not only in terms of professional careers, but also by being confident, responsible members of their community.

Educators can support the 3 Guiding Principles by:

Helping students develop a sense of Self-Worth

For students to increase their participation in the learning process, they must experience a sense of belonging. They must feel that they are part of the school community while being recognized, appreciated, and celebrated for their uniqueness. Students also experience Self-Worth when someone believes in them. They must have heroes—people they can look up to, respect, and learn from. Finally, to develop Self-Worth, students must experience a sense of accomplishment. They must be recognized as much for effort, perseverance, and citizenship as they are for high grades and good test scores. With Self-Worth, students are more likely to persevere through difficult tasks and take the steps needed to reach their goals.

Fostering students' Engagement in learning

The participation gap will also decrease when students experience fun and excitement in their learning environment. Engagement means that students become so involved in their own learning they lose track of time and space. At the end of a lesson they wonder, "Where did that time go?" Students who are actively engaged in their learning are also curious and creative. They ask "Why?" or "Why not?" about the world around them. Finally, engaged students have a spirit of adventure. They are not afraid to try new things, regardless of whether they might succeed or fail. With Engagement, learning—and therefore participation in learning—becomes important in and of itself.

Encouraging a sense of Purpose

Far too many students do not see a connection between school and who they are, or who they want to become. In an effort to counter this trend, educators attempt to draw links between today's learning and tomorrow's careers, encouraging students to think about their education as tied to what type of job they want to one day hold. There is more to the picture, however. Schools must challenge students to think about the characteristics that accompany successful and rewarding work. They must encourage students to think about *who* they want to become as well as *what* they want to be. A sense of Purpose involves developing students' sense of accountability and confidence. Students must have leadership roles in schools that carry genuine responsibility for themselves and others. When students find purpose in their lives, they will have the confidence to take action in order to secure a meaningful, productive and rewarding future.

Concluding Thoughts

When schools ensure the Guiding Principles—*Self-Worth*, *Engagement*, and *Purpose*—are in place, students are more likely to have high aspirations. Students with high aspirations show marked improvements in academic achievement, social awareness and positive contributions to their school community. When all students believe in themselves, are engaged in their learning, and understand that what they learn today influences who they will become tomorrow—only then will the larger goal of helping students reach their fullest potential finally be met.

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8 Conditions That Make a Difference™

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8 Conditions That Make a Difference™

When students have high aspirations, they have the *ability to dream about the future while being inspired in the present to reach those dreams.* Whether the goal is to learn trigonometry or a trade, get good grades or go to college, students want to be successful. Too often, however, students don't reach their goals and fullest potential because the conditions that inspire and support them are not in place.

The Quaglia Institute for Student Aspirations (QISA) has identified 8 Conditions that educators can use to live out the 3 Guiding Principles—Self-Worth, Engagement, and Purpose—in their classrooms and schools. Based on more than two decades of research, these Conditions prepare students to strive for, and fulfill, their academic, personal and social promise by emphasizing relationships, engaged learning, and sense of purpose.

The 8 Conditions are:

GUIDING PRINCIPLE 1: **SELF-WORTH**

BELONGING

The Condition of Belonging means that a student is a valued member of a community while still maintaining his or her uniqueness. It is manifested in relationships between two or more persons and is characterized by a sense of connection and support. A sense of Belonging is an important Condition for a student's feeling of well-being, social engagement, and competence. The Condition of Belonging is likely to enhance intrinsic motivation, for it fosters self-confidence and investment in the community.

HEROES

Heroes are the everyday people—teachers, friends, family—in students' lives who inspire them to excel and to make positive changes in attitude and lifestyles. Heroes are the people students can connect with, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Educators are, by definition, Heroes to their students who look up to teachers and school leaders as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

SENSE OF ACCOMPLISHMENT

The Condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a student's success. Educators have traditionally used a narrow view of accomplishment as it refers to academic achievement, innate ability, or who is "best in the class." Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. Schools can celebrate their students' accomplishments in visible ways. Taking time to recognize and support students' efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.

GUIDING PRINCIPLE 2: **ENGAGEMENT**

FUN & EXCITEMENT

The Condition of Fun & Excitement is characterized by inspired students who are actively engaged and emotionally involved in their schoolwork. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. To foster Fun & Excitement in schools, students need to be offered new opportunities, as well as meaningful challenges, that are connected with their individual interests. The first three Conditions—Belonging, Heroes, and Sense of Accomplishment—help establish a learning environment in which students can feel safe to have fun together in learning.

CURIOSITY & CREATIVITY

The Condition of Curiosity & Creativity is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and intellectual engagement in learning. Curiosity triggers students to ask "Why?" while creativity gives them the initiative to ask "Why not?" The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. To sustain student motivation, schools can devote extra attention to creating learning environments that promote questioning and creative exploration.

SPIRIT OF ADVENTURE

The Condition of Spirit of Adventure is characterized by a student's ability to take on positive, healthy challenges at school and home, with family and friends. Students experience a Spirit of Adventure when they tackle something new without the fear of failure or success. When schools promote healthy decision making and healthy risk taking, students can become more confident and resilient. Students with Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

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GUIDING PRINCIPLE 3: **PURPOSE**

LEADERSHIP & RESPONSIBLITY

The Condition of Leadership & Responsibility means students are able to express their ideas and are willing to accept the consequences of their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Schools that promote this Condition teach and expect their students to be good decision makers. They provide legitimate decision-making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.

CONFIDENCE TO TAKE ACTION

Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about the future while being motivated to set goals in the present. This Condition is at the heart of what educators ultimately strive for: instilling in their students a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life, and by looking inward rather than outward for approval. Schools can help build their students' Confidence to Take Action by having high expectations of students, providing support, and encouraging independent thinking. By enhancing the quality of academic and personal growth, schools empower students to become active and involved members of their learning community.

Concluding Thoughts

In an era of educational policy that changes almost daily, educators must be grounded in a set of principles that are solidly based on research, and that provide a practical, common sense approach to working with students. The 8 Conditions give educators this framework. They are not a new fad in education; in fact, they are the same conditions that inspired us when we were students, and they will be the same conditions that inspire generations of students to come. The Condition of Belonging will never be replaced with the Condition of Alienation; the Condition of Fun & Excitement will never be replaced with a program of intentional Boredom, and the Condition of Leadership & Responsibility will never be replaced with efforts to nurture Apathy.

We must take education back to the basics—the basics that ensure students' feelings of self-worth, engagement in their learning and in the life of the school, and sense of purpose for themselves and the world around them. The 8 Conditions can be used by all educators to improve their relationships with students, make teaching and learning more relevant and engaging, and create a renewed sense of purpose in their classrooms and schools. If nothing else, the 8 Conditions are a clear reminder of why we entered the field of education in the first place—to make a difference in this world.

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Supporting the Ohio Teacher Evaluation System: An Aspirations Crosswalk of Ohio Standards for the Teaching Profession and the Teacher Evaluation Rubric Including Next Practices

The Aspirations/OTES Crosswalk is designed to help teachers and administrators make the connection between Ohio's Standards for the Teaching Profession and student engagement. As such, this document indicates the relationship between OTES and iKnow My Class survey results for improving relationships, engagement, and teaching at the classroom level.

Teacher evaluation systems should support teacher growth and development. However, often teachers don't have access to resources that support their specific goals. The iKnow My Class survey provides individual teachers and administrators with student experiences of engagement in their classes. Teachers can use this information in support of their OTES performance goals. This student voice data, when added to the current observation and walkthrough protocols add an important and necessary third dimension to the evaluation process.

The crosswalk was developed using the ODE-OTES template for Assessment of Teacher Performance Evaluation as a guide. The Instructional Planning column lists the Standards. The second column is a combination of Skilled and Accomplished Indicators used in Teacher Evaluations. The third column has the Aspirations Connection/iKMC survey statements that align with the specific standard (S) and indicator (I) being evaluated. The fourth column has Next Practices and other resources that are available to improve the Standard or Indicator being evaluated. Below each area being evaluated is a list of essential questions that will help guide teachers and administrators through the section being evaluated. These questions are drawn out of the Understanding and Using the Standards from the Standards for Ohio Teachers document and from QISA staff.

Instructional Planning	Indicators for Teacher Performance Evaluation Rubric	Aspirations Connection iKnow My Class Statement	Next Practices for Evaluators to Share with Teachers

We look forward to continuing to support you and your colleagues throughout the state of Ohio. We hope this resource helps to improve the teaching and learning environment at your school. If you have any questions, comments or concerns in regards to this resource please send them to us at info@qisa.org.

Instructional Planning	Indicators for Teacher Performance Evaluation Rubric	Aspirations Connection iKnow My Class Statement	Next Practices for Evaluators to Share with Teachers
FOCUS FOR LEARNING **Standard 4: Instruction** **Teachers plan and deliver effective instruction that advances the learning of each individual student.**	The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.	I am encouraged to use my imagination. I am able to express my ideas and opinions in this class. I put forth my best effort in class. I am confident in my ability to learn what is being taught. I am bored in this class. This class challenges my thinking. The homework in this class helps me understand the subject better. I see how this class relates to my other classes. In this class, we discuss issues that are interesting to me. The teacher presents lessons in ways I understand.	Teach and implement student-led conferences (SLC). Explore SLC videos, information and resources on SLC, and this SLC planning template. Use templates to help students learn how to set goals in general, as well as establish learning goals and short term goals. Revisit established goals on a regular basis. Learn about and use differentiated instruction. Homework and practice provides resources and a PDF file on research guidelines for homework. Have students complete a learning style inventory and tailor lessons to accommodate their styles. Use results from your students' Interest Surveys and show how their interests are connected to topics in your class, as well as other classes. Have students create rubrics and use the following apps to inspire creativity: • toontastic app (cartoon maker) • iMovie
How do you know if your planning and delivery of instruction has been effective in advancing the learning of each student? How do you close gaps in your students learning? Do you differentiate your instruction to meet the needs of all students, including gifted, disabled, or at risk students? When delivering a lesson, how do you know your student's are engaged? Do they lose themselves in the activity or lesson? Or are they going through the motions? Have you asked your students how best they learn? Do they move or interact throughout your class? Do they opportunities to tailor their learning experiences? When considering your lessons, are you thinking of all students you reach, are you aware of the cultural, racial, socio-economic differences? How do you hook and sustain engagement over the course of a unit, quarter, semester? Do you collaborate with your peers and share best practices on a regular basis?			

Instructional Planning	Indicators for Teacher Performance Evaluation Rubric	Aspirations Connection iKnow My Class Statement	Next Practices for Evaluators to Share with Teachers
ASSESSMENT DATA **Standard 3: Assessment** **Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.**	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.	I evaluate and improve my work on a regular basis. I have personal goals for my learning in this class. I am able to communicate what I have learned in relevant ways to different people. I have an opportunity to influence my classmates' thinking. I am confident in my ability to learn what is being taught. I am bored in this class. This class challenges my thinking. The homework in this class helps me understand the subject better. My grades on assignments, tests, and/or quizzes represent what I know.	Have students set self-assessed learning goals – personal, academic, and social/behavioral. One suggested format to follow: Plan-Do-Check-Adjust. Read Healthier Test Taking by Grant Wiggins discussing authentic assessment. Provide students with opportunities to revise and redo their work. Use the My Aspirations Action Plan MAAP as a tool for students to assess their learning. (Note – contact QISA field team members for more information). Use peer editing and other feedback opportunities with students. Use iKnow My Class survey. Co-teach a lesson with students. Use the Socrative app to promote and support dialogue and high level thinking skills.
Do you understand and effectively use varied assessments? How do you use the data your assessments produce? What types of formative or summative instruments do you use? How do you analyze data to monitor progress and learning, and to plan, differentiate and modify your instruction? Are your students involved with any form of self-assessment? Are you providing multiple opportunities for your students to demonstrate their understanding or mastery of content? Are your assessments tailored to multiple intelligence or all different types of learning styles? Do you know what your student's predominant learning style is? How do you determine the best way to deliver instruction?			

Instructional Planning	Indicators for Teacher Performance Evaluation Rubric	Aspirations Connection iKnow My Class Statement	Next Practices for Evaluators to Share with Teachers
PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS **Standard 1: Students** **Teachers understand student learning and development and respect the diversity of the students they teach.** **Standard 2: Content** **Teachers know and understand the content area for which they have instructional responsibility** **Standard 4: Instruction** **Teachers plan and deliver effective instruction that advances the learning of each individual student.** **Add to homework assignments in many forms:**	The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems. The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.	I feel comfortable asking questions in class. I am able to express my ideas and opinions in this class. I evaluate and improve my work on a regular basis. I am able to communicate what I have learned in relevant ways to different people. I explore issues, events, and problems from different perspectives. The homework in this class helps me understand the subject better. I am bored in this class. This class challenges my thinking. I see how this class relates to my other classes. I understand how I can apply what I am learning in my everyday life. In this class, we discuss issues that are interesting to me. I believe what I am learning in this class is important for my future. The teacher allows students time to think and solve problems.	Use Homework Spot as a reference for students, or connect it to an assignment. Differentiate your homework assignments. Homework and practice provides resources and a PDF file on research guidelines for homework. Have students complete a learning style inventory, then pair students with *different* learning styles to complete a project. Encourage students to find multiple answers to a question or problem that appears to have only one "correct" answer. Watch the Ken Robinson TedTalks video on how schools kills creativity. Consider the benefits of performance based/project based learning as an alternative to traditional methods. then discuss it with colleagues. Watch this Power Teaching video and learn how this technique stimulates whole-brain thinking. Consider the benefits of performance based/project based learning as an alternative to traditional methods. Encourage homework completion in many forms: visual, musical, etc. Here are a few sites for students to use: Voki, Wordle, Glogster.

		The teacher knows my name. The teacher knows my hopes and dreams. The teacher presents lessons in ways I understand.	Challenge students to develop homework assignments for the class. Provide students with choices on assignments. Create web-based assignments in place of traditional homework assignments or projects such as: • Use QR codes for a learning scavenger hunt • Make a creative twitter assignment • Use skype to interview experts on your content. Have students prepare and write questions for this guest speaker.
Do you understand your students' backgrounds, learning styles and needs? Do you expect that all of your students can achieve to their full potential? How do you use your knowledge of what students know and are able to do to meet the needs of all of your students? Do you have a deep knowledge of the content you teach? How do you use your knowledge of content-specific concepts, assumptions and skills to plan for effective instruction? How do you collaborate with cross-disciplines to plan and deliver effective instruction? How do you know if your planning and delivery of instruction has been effective in advancing the learning of each student? How do you close gaps in your students learning? Do you differentiate your instruction to meet the needs of all students, including gifted, disabled, or at risk students? When delivering a lesson, how do you know your student's are engaged?			

Instructional Planning	Indicators for Teacher Performance Evaluation Rubric	Aspirations Connection iKnow My Class Statement	Next Practices for Evaluators to Share with Teachers
KNOWLEDGE OF STUDENTS **Standard 1: Students** **Teachers understand student learning and development and respect the diversity of the students they teach.**	The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students	I feel comfortable asking questions in class. I am able to express my ideas and opinions in this class. I put forth my best effort in class. I have personal goals for my learning in this class. I am comfortable being myself in this class. I understand how I can apply what I am learning in my everyday life. In this class, we discuss issues that are interesting to me. I believe what I am learning in this class is important for my future. The teacher knows my name. The teacher knows my hopes and dreams. The teacher presents lessons in ways I understand.	Develop opportunities for students to work together, share ideas, and support one another. Incorporate traditions, novels, and examples representative of the different cultures and ethnic backgrounds of the students. Getting to know your class lessons has great ideas for students of all ages. Reflective questions require students to consider their existing knowledge or actions before answering. Involve your students in current world debates through a Model United Nations program. Read *What Makes a Good Teacher?* to hear the voice of over 500 children from 50 countries. Use student-centered assessment such as the iKnow My Class Survey Utilize writing prompts or dialogue that asks for students to draw on their own experiences. Have students share their stories and add their own pictures and videos. Have students post to edmodo or other class blog.
Do you understand your students' backgrounds, learning styles and needs? Do you expect that all of your students can achieve to their full potential? How do you use your knowledge of what students know and are able to do to meet the needs of all of your students? How do you meet your student's social, emotional and academic needs that are woven into the threads of your classroom. Are you a positive and strong role model who helps students develop a stronger sense of self-worth. Do you recognizing that not all students' needs are "equal", and that one teaching style does not fit all of your students. Do you make the time to get to know your students interest in and out of the classroom to learn where they "coming" from and where they want to go. How do you know what your students learning style is? How do you accommodate for multiple intelligences in your daily lessons. Do you allow for individual and group reflection?			

Instructional Planning	Indicators for Teacher Performance Evaluation Rubric	Aspirations Connection iKnow My Class Statement	Next Practices for Evaluators to Share with Teachers
LESSON DELIVERY **Standard 2 Content: Teachers know and understand the content area for which they have instructional responsibility** **Standard 4 Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.** **Standard 6: Collaboration and Communication**	Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques. The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.	I am encouraged to use my imagination. I feel comfortable asking questions in class. I am able to express my ideas and opinions in this class. I evaluate and improve my work on a regular basis. I am confident in my ability to learn what is being taught. I am bored in this class. This class challenges my thinking. The teacher allows students time to think and solve problems. The teacher presents lessons in ways I understand. The teacher relates our learning to current events.	Read Rigor, Relevance and Relationships by McNulty and Quaglia. Routinely develop cross-curricular lessons. Ask students for feedback and ideas to improve homework assignments. Chart student interests and post them in the room. Work to integrate their interests into as many lessons as possible, and let the students know you are making this effort. Invite parents to a mini-lesson so they can experience you as a teacher and better relate to what their children experience every day. Use student-centered assessments such as the iKnow My Class Survey to improve classroom teaching and learning. Plan lessons that are student-led. Have students create a prezi to teach the class. Have students create educational memes. Begin each day with a current event connection or pop culture connection to spark interest. Play a relevant video clip. Teacher Tube You Tube vimeo
Do you have a deep knowledge of the content you teach? How do you use your knowledge of content-specific concepts, assumptions and skills to plan for effective instruction? How do you collaborate with cross-disciplines to plan and deliver effective instruction? How do you know if your planning and delivery of instruction has been effective in advancing the learning of each student? How do you close gaps in your students learning? Do you differentiate your instruction to meet the needs of all students, including gifted, disabled, or at risk students? When delivering a lesson, how do you know your student's are engaged? Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community? Do you believe you share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health? How do you let parents and caregivers know this? What are some examples of the			

ways in which you collaborate and communicate with other teachers, administrators, and school and district staff? How do you communicate with the local community, community agencies to promote student learning?

Instructional Planning	Indicators for Teacher Performance Evaluation Rubric	Aspirations Connection iKnow My Class Statement	Next Practices for Evaluators to Share with Teachers
DIFFERENTIATION **Standard 1 Students: Teachers understand student learning and development and respect the diversity of the students they teach.** **Standard 4 Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.**	The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.	I am encouraged to use my imagination. I am confident in my ability to learn what is being taught. I am comfortable being myself in this class. I am bored in this class. This class challenges my thinking. My grades on assignments, tests, and/or quizzes represent what I know. I believe what I am learning in this class is important for my future. The teacher allows students time to think and solve problems. The teacher presents lessons in ways I understand.	Use student-centered assessments such as the iKnow My Class Survey to improve classroom teaching and learning. Develop opportunities for students to share their learning in front of adults. Have students take this personality test to learn about their traits. Help them utilize these traits when working with each other. Teach students different roles they can assume during group work. (e.g. listener, writer, idea person, facilitator, etc.). Inform/remind students about the learning goals for the class. Continue to involve students in discussions about what they are learning and why. Use think-pair-share and other creative grouping strategies.

Do you understand your students' backgrounds, learning styles and needs? Do you expect that all of your students can achieve to their full potential? How do you use your knowledge of what students know and are able to do to meet the needs of all of your students? How do you know what your students learning style is? How do you accommodate for multiple intelligences in your daily lessons. Do you allow for individual and group reflection? How do you know if your planning and delivery of instruction has been effective in advancing the learning of each student? How do you close gaps in your students learning? Do you differentiate your instruction to meet the needs of all students, including gifted, disabled, or at risk students? When delivering a lesson, how do you know your student's are engaged?

Instructional Planning	Indicators for Teacher Performance Evaluation Rubric	Aspirations Connection iKnow My Class Statement	Next Practices for Evaluators to Share with Teachers
RESOURCES **Standard 2 Content: Teachers know and understand the content area for which they have instructional responsibility** **Standard 4 Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.**	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.	The course materials and/or textbooks used in this class inspire my learning. We use various forms of technology to improve learning in this class. The teacher relates our learning to current events.	Have students take this personality test to learn about their traits. Help them utilize these traits when working with each other. Learn to collaborate with students around the world. Chart student interests and post them in the room. Work to integrate their interests into as many lessons as possible, and let the students know you are making this effort. Have students try Think-Pair-Share. Model working together by co-teaching some of your lessons. Read *What Makes a Good Teacher?* to hear the voice of over 500 children from 50 countries. Use education apps to increase student engagement: edmodo toontastic, socrative, Show Me, Funny Movie Maker, Good Reader, Mental Case app. Use the MAAP as a resource. (Note – contact QISA field team members for more information).
Do you have a deep knowledge of the content you teach? How do you use your knowledge of content-specific concepts, assumptions and skills to plan for effective instruction? How do you collaborate with cross-disciplines to plan and deliver effective instruction? How do you know if your planning and delivery of instruction has been effective in advancing the learning of each student? How do you close gaps in your students learning? Do you differentiate your instruction to meet the needs of all students, including gifted, disabled, or at risk students? When delivering a lesson, how do you know your student's are engaged?			

Instructional Planning	Indicators for Teacher Performance Evaluation Rubric	Aspirations Connection iKnow My Class Statement	Next Practices for Evaluators to Share with Teachers
CLASSROOM ENVIRONMENT **Standard 1 Students: Teachers understand student learning and development and respect the diversity of the students they teach.** **Standard 5 Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.** **Standard 6 Collaboration and Communication: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.**	The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress. Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom. Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations. The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development. A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.	I am encouraged to use my imagination. I feel comfortable asking questions in class. I am open to new ideas and ways of thinking. I give up when I do not understand something. I come to class ready and willing to learn. I put forth my best effort in class. It is important that I share my knowledge to help others. I have an opportunity to influence my classmates' thinking. I respect my peers in this class. It is helpful for me to work with other students. I don't care if I do well in this class. I am comfortable being myself in this class. I explore issues, events, and problems from different perspectives.	Use students' names when you ask questions. Try these icebreaker activities designed to help teachers to get to know their students. Share with students your hopes and dreams for the class. Then have students share their own hopes and dreams. Create a visual display representing everyone's hopes and dreams in the classroom. Gather student feedback through course assessment using the iKnow My Class Survey. Create open-ended questions that allow students to express their thoughts and opinions on different topics. Use Bloom's Taxonomy as a guide. Invite students to present at staff meetings and school board meetings on topics that are important to them. Review these tips on building positive relationships. Write individual comments on assignments and tests, demonstrating that you know the students as individuals. Read the Quaglia Institute for Student Aspirations' "Aspirations in Action" newsletters, with a special focus on

		I am bored in this class. Attending this class is important to me. My peers respect me in this class. Discipline is a problem in this class. The teacher allows students time to think and solve problems. My ideas and thoughts are valued and respected by the teacher. The teacher develops positive relationships with students. The teacher expects me to be successful. The teacher is willing to learn from the students.	Belonging. Get to know all your students' names and some of their interests. Communicate positive expectations for all your students. Don't be afraid to admit your mistakes and talk with students about what you learned in the process. Use resources available from communication organizations such as Toastmasters to help students learn about public speaking and sharing ideas. Establish classroom rules and procedures with students. Encourage students to express their ideas and communicate with a larger audience by writing letters to the editor or op-ed pieces for the local paper.
Do you understand your students' backgrounds, learning styles and needs? Do you expect that all of your students can achieve to their full potential? How do you use your knowledge of what students know and are able to do to meet the needs of all of your students? Have you created a learning environment that promotes learning and high achievement? Do you treat all of your students fairly? Is your classroom environment respectful, supportive and caring? Do your students feel physically and emotionally safe? Are your students working independently, collaboratively, and as a whole class? Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community? What are the ways in which you communicate with your students?			

Instructional Planning	Indicators for Teacher Performance Evaluation Rubric	Aspirations Connection iKnow My Class Statement	Next Practices for Evaluators to Share with Teachers
ASSESSMENT OF STUDENT LEARNING **Standard 3: Assessment** **Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.**	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles. The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class. The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality.	I feel comfortable asking questions in class. I am confident in my ability to learn what is being taught. Doing well in this class is my responsibility. This class challenges my thinking. The course materials and/or textbooks used in this class inspire my learning. I understand how I can apply what I am learning in my everyday life. In this class, we discuss issues that are interesting to me. The teacher provides useful and timely feedback on my learning.	Require the student, or group of students, teaching the lesson to make a visual aid to help teach the material, a game to review the material, and a quiz to assess what the group learned. Assign students the responsibility of creating assessments. Write individual comments on assignments and tests, demonstrating that you know the students as individuals. Include, at least twice a month, peer editing and other feedback opportunities with students. Students can appreciate the value of learning from peers. Create and share academic and behavioral rubrics with students. Some guiding questions to consider are: What does positive behavior look and sound like? What does positive academic growth look and feel like? Invite students to add to each rubric, display the rubrics in class, give students copies, and refer to the rubrics often. Use portfolio assessments to help students see their growth and take responsibility for their own growth. Use this link to learn more about student portfolio development. Teach students the purpose of rubrics and use them with your class.

	The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.		Vary types of formative assessment. Use the My Aspirations Action Plan MAAP as a tool for students to assess their learning. (Note – contact QISA field team members for more information).
Do you understand and effectively use varied assessments? How do you use the data your assessments produce? What types of formative or summative instruments do you use? How do you analyze data to monitor progress and learning, and to plan, differentiate and modify your instruction? Are your students involved with any form of self-assessment? Are you providing multiple opportunities for your students to demonstrate their understanding or mastery of content? Are your assessments tailored to multiple intelligence or all different types of learning styles? Do you know what your student's predominant learning style is? How do you determine the best way to deliver instruction?			

Instructional Planning	Indicators for Teacher Performance Evaluation Rubric	Aspirations Connection iKnow My Class Statement	Next Practices for Evaluators to Share with Teachers
PROFESSIONAL RESPONSIBILITIES **Standard 6 Collaboration and Communication:** **Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.** **Standard 7 Professional Responsibility and Growth:** **Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.**	The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom. The teacher sets and regularly modifies short-and long-term professional goals based on self-assessment and analysis of student learning evidence.	The teacher enjoys working with students. The teacher inspires me to do my best. The teacher communicates with my parents on a regular basis. The teacher cares if I am absent from class. The teacher develops positive relationships with students. The teacher expects me to be successful.	Develop a "social hour" once a month, where parents and students can stop by to chat about current topics in class. Use social media with your students/parents: Facebook, Twitter, Instagram blogs, etc. to help keep parents informed. Share this idea with administrators and parents and obtain the necessary permission. Call students who are absent for long periods of time. Consider a home visit with an administrator. Use iKnow My Class Peer Observation Framework as a tool for professional/student growth. (Note – available through QISA field team members). Collaborate with all teachers and students in your school to establish a school-wide definition of respect, then create posters to put up throughout the school. During class, skype with students who are absent for extended periods of time.
Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community? What are the ways in which you communicate with your students? As educators, we are bound by our professional responsibility to learn and grow. We have expectations of our students to be life-long learners, so we must lead by example. Do your students know your aspirations? Do you take time to dialogue with colleagues about improving your practice? Are you part of a collaborative team where you share best/next practices?			

MY VOICE
student voice

CASE STUDY FULL REPORT

Captain Albert Stevens School

Introduction

This is one in a series of case studies presented by the Pearson Foundation to examine results achieved by schools using the My Voice™ Staff Survey developed by the Quaglia Institute for Student Aspirations.

During the 2004–05 academic year, the My Voice Staff Survey was administered at Captain Albert Stevens School (CASS). After merging three schools and staff to create Captain Albert Stevens School, the principal looked to My Voice to help create a unified culture. After reviewing the survey results, school staff introduced new ideas and practices, while others were aimed at improving current practices. Only one year after implementing the program, in the 2005–06 academic year, the My Voice Survey was re-administered at Captain Albert Stevens School. Results of this second survey indicated improvement in key areas that foster staff belonging and positive perceptions of school culture.

A detailed explanation of changes made in response to the initial My Voice Survey results at Captain Albert Stevens School is provided below. More information about the My Voice Survey is available online at www.myvoice.pearsonfoundation.org.

About the Captain Albert Stevens School

Similar to many coastal communities in northern New England, Belfast, Maine, the hometown of Captain Albert Stevens School, has the joint identity of a fishing community and a tourist community, both of which have been affected by economic downturns. Captain Albert Stevens School serves an economically diverse population of approximately 300 students, with 50% qualifying for free and reduced lunch benefits. Due to a fluctuating population and the financial challenges of keeping small schools open, the town consolidated three elementary schools to create Captain Albert Stevens School. Merging staff and students from three different schools posed a series of challenges, as each school had its own mission, culture, and ideas about teaching and learning. To unify staff and students, the principal of this consolidated learning community introduced the My Voice Survey and the Aspirations framework as a means to bridge their differences. The Aspirations framework incorporates the three Guiding Principles and 8 Conditions that should be in place for students to reach their fullest potential.

QUAGLIA INSTITUTE

RESEARCH

63%
of staff surveyed said they felt valued for their unique skills and talents, a 13% increase in one year

45%
of staff surveyed said they felt confident voicing their honest opinions and concerns, a 6% increase in one year

66%
of staff surveyed said they felt comfortable eating lunch in the teachers' room, a 37% increase in one year

Staff perceptions increased after just one year of implementing an improvement plan.

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The primary focus of Captain Albert Stevens School, as noted by its principal, was to make the Aspirations framework "the way we do things around here." This initiative included incorporating the three Guiding Principles into the school's mission statement, student handbook, parent evenings, interview process, professional learning, and teacher goal-setting. To begin this arduous process, the principal established an Aspirations Leadership Team responsible for developing an in-depth understanding of Aspirations and working with the staff to incorporate support for aspirations in their school.

My Voice at CASS

Acknowledging the unique situation of consolidating staff members from multiple schools into a single cohesive group, one of the first steps taken was to administer the My Voice Staff Survey. The results of this survey were used as a starting point for building a new culture and identity (results shown from 2004–2005 school year).

- 50% of staff felt valued for their unique skills and talents
- 39% of staff said they felt confident voicing their honest opinions and concerns
- 29% of staff felt comfortable eating in the teachers' room

The Aspirations Leadership Team moved forward with several initiatives. Some introduced new ideas and practices, while others were aimed at improving current practices.

Areas for Improvement

They identified one area in particular – communication – as requiring a significant focus. This is a typical challenge for any school, and even more so for a new school. In order for the staff to work together, it was important for each person to feel comfortable and respected sharing his or her ideas. Every staff member needed to know that his or her opinion mattered.

An initial step taken was to address this concern by involving all staff in activities that would allow them to get to know one another and create a sense of belonging and trust. This was an essential foundation for open and honest communication moving forward. Grade-level teams were also established so that staff at each level had time to address issues important to them – sharing what was successful, as well as areas that needed improvement. To facilitate communication among the entire staff, including across grade levels, staff began to use WikiNotes. Monthly school-wide assemblies were started as a means to provide each grade level the opportunity to share student work depicting best teaching and learning practices.

With a specific focus on supporting new teachers, a system was designed where each month new teachers had an opportunity to meet with a different staff member just to talk and learn about the details of upcoming school events. This mentoring program allowed new staff members to quickly develop supportive relationships with veteran teachers.

In addition to efforts lead by the Aspirations Team, the principal took the initiative to lead by example. She held open office hours twice a week so that the staff could drop in to discuss any issue. Staff meetings were restructured to focus more on the students and learning than about the routine operations of the school, and one meeting each month was dedicated to implementing ideas related to Aspirations. The principal found that

alternate methods of communication, such as email, could effectively address the day-to-day school operations, but the staff needed time together to communicate openly and develop a sense of trust and unity in their goals.

A concerted effort was also made at Captain Albert Stevens School to ensure that staff felt valued for the knowledge and skills they possessed. To capitalize on the strengths of her staff members, the principal redesigned staff development sessions so that they were teacher directed. The development of these professional learning communities served a dual purpose: strengthening the knowledge and skills of all staff by sharing successful teaching practices, and honoring the unique skills and talents of the dedicated individuals in the school. Staff were also afforded time to observe colleagues and provide constructive feedback. Among other public acknowledgements of the great work by staff, a display was designed to highlight their efforts and accomplishments. Staff were also encouraged to share their knowledge beyond the school walls and make presentations at statewide conferences.

With communication identified as an essential focus for this newly formed learning community, the staff was committed to involving students in the process. The Aspirations Team conducted focus group interviews with students in kindergarten through fifth grade in order to gain an understanding of their needs and desires for the learning community. Based on the responses, the school developed several student leadership initiatives, including biweekly leadership classes for all students. During these mixed-age leadership sessions, student activities ranged from physical clean-up around the building to developing an anti-bullying play. These activities resulted in increased input and genuine decision-making opportunities for students.

Parent involvement and understanding was viewed as an essential component of implementing the Aspirations framework and supporting students and staff at school. To this end, Captain Albert Stevens School held student Aspirations fairs where students and parents were invited to experience the 8 Conditions that Make a Difference®. Families rotated through stations that involved activities such as writing postcards to Heroes, experiencing Spirit of Adventure through an obstacle course, and exploring Curiosity & Creativity by planting mystery seeds and wondering what would grow in six weeks. Another way the school involved parents and community members was through the development of a community mentoring program. For seven years, Captain Albert Stevens School has trained community members to be Aspiration mentors to students. The program has allowed more than 200 students to work with mentors!

Results of the CASS 2006–07 Survey

To assess the school's progress, the principal used multiple data sources, including the My Voice Staff Survey. The following results reveal a positive change in the staff's perceptions of the school culture:

- 63% of staff felt valued for their unique skills and talents (13% increase)
- 45% of staff said they felt confident voicing their honest opinions and concerns (6% increase)
- 66% of staff felt comfortable eating lunch in the teachers' room (37% increase)

In conjunction with the Aspirations framework, the staff at CASS also incorporated the 8 Conditions into the school's vision statement.

Our vision at Captain Albert Stevens School is supporting and promoting 8 Aspirations Conditions, which are: Belonging, Sense of Accomplishment, Heroes, Fun & Excitement, Spirit of Adventure, Curiosity & Creativity, Confidence to Take Action, and Leadership & Responsibility. These conditions, we believe, keep us focused on educating each child in a holistic manner. When children are consistently surrounded by and taught about the importance of education and the love of learning, responsibility, and their healthy well-being, they develop habits that ensure success and obtaining their dreams.

In Closing

CASS continued to use techniques developed in response to the My Voice Staff Survey, and school staff provided Aspirations in-service training in order to become familiar with the Aspirations framework and goals. Yearly teacher goal-setting included at least one Aspirations-related goal. To ensure that all staff had an opportunity to have their voice heard in the process, the Aspirations Team rotated new members onto the team each year.