

District Self Study Guide

Each school district and accredited non-public school in Iowa is required to develop a written plan to describe their implementation of the Iowa Core Curriculum. The first phase of the implementation of the Iowa Core Curriculum is the completion of a comprehensive district self study of current practices, actions taken in the past, work already completed, and work that must be completed. This document provides broad guidance on the use of the **Scoring Rubric** and related documents, organized across the following areas:

- Purpose and Use
- Content
- Future Directions
- Steps to Complete
- Outcome Guidance (Leadership - Community)
- Scoring Rubric
- Consensus Rating form
- Feedback Form
- Appendices – PowerPoint Overview, Outcome 2 documents and Definitions

Purpose and Use

The purposes of the *District Self Study* are to:

- (1) Obtain **baseline** information for districts to use to develop their Implementation Plan,
- (2) Provide **progress monitoring** information for continuous improvement of Iowa Core Curriculum implementation,
- (3) Help districts prioritize their needs in preparation for the development of their Iowa Core Curriculum Implementation Plan,
- (4) Provide the state a way to evaluate the rollout and progress of Iowa Core Curriculum implementation.

Districts need to complete the self study as baseline prior to the development of any part of their implementation plan; district self study results should be used to develop an initial implementation plan. It is not anticipated that districts will score at the highest levels on this rubric during the baseline assessment phase; rather it is more likely that districts will score low-to-medium and use results to identify priorities and actions that will result in growth, that will be reflected on future administrations of the rubric. Further, the ultimate and most important outcome for districts is the discussion that surrounds the self study; the score on the rubric is a reflection of this facilitated discussion.

The district self study is to be used as an individual district baseline and progress monitoring tool embedded into a continuous improvement process. Results should not and will not be used as comparison scores across districts. It is most important that districts experience growth across Outcomes/Actions and years.

The *Scoring Rubric* and *Consensus Rating form* have been developed by outcome and released for use subsequent to established Iowa Core Curriculum vetting procedures. Therefore, it is expected that districts will complete the self study by outcome, as subsequent rubrics become available and develop initial implementation plans over time using results from these self studies.

The following are recommended practices for completing the *Scoring Rubric*:

- (1) **Diverse Stakeholder Input** - The full Iowa Core Curriculum District Leadership Team should be engaged to complete the *Scoring Rubric* for baseline and subsequent progress monitoring administrations. Processes should be used that elicit not only input, but ownership in self study results and subsequent initial implementation plan;
- (2) **Facilitator**- Self study facilitators should review this guide as well as the actual *Scoring Rubric* and *Consensus Rating form* prior to leading any group to complete the *Scoring*

3: Learning supports are coordinated to support the Iowa Core Curriculum

Level 0	Level 1	Level 2	Level 3	Level 4	Possible Evidence
<p>None of the components are in place</p> <p>Please see the Continuum Mapping Tool in Appendix B for full definitions of each content area - Each AEA has at least one Learning Supports Coordinator who is available to provide technical assistance in completing either the Continuum Mapping Tool or the Resource Mapping Tool.</p>	<p>At least 2 areas are complete in component A, across at least 1 tier in component B; component C may or may not be in place:</p> <p>The district has established a continuum of quality strategies, programs, services and practices:</p> <p>A. Within each of the 6 content areas</p> <ol style="list-style-type: none"> 1. Supports for Instruction; 2. Family Supports and Involvement; 3. Community Partnerships; 4. Safe, Healthy and Caring Learning Environments; 5. Supports for Transition; 6. Child and Youth Engagement <p>B. Across a three-tiered intervention framework within each of the 6 content areas:</p> <ol style="list-style-type: none"> 1. Core; 2. Supplemental; 3. Intensive <p>C. Aligned with district and state result areas (NOTE: result areas are the district outcomes – e.g., for the state one result area is that <i>All K-12 Students will Achieve at a High Level</i> that is then related to several data indicators)</p>	<p>At least 3 areas are complete in component A, across at least 1 tier in component B; component C may or may not be in place:</p> <p>The district has established a continuum of quality strategies, programs, services and practices:</p> <p>A. Within each of the 6 content areas</p> <ol style="list-style-type: none"> 1. Supports for Instruction; 2. Family Supports and Involvement; 3. Community Partnerships; 4. Safe, Healthy and Caring Learning Environments; 5. Supports for Transition; 6. Child and Youth Engagement <p>B. Across a three-tiered intervention framework within each of the 6 content areas:</p> <ol style="list-style-type: none"> 1. Core; 2. Supplemental; 3. Intensive <p>C. Aligned with district and state result areas (NOTE: result areas are the district outcomes – e.g., for the state one result area is that <i>All K-12 Students will Achieve at a High Level</i> that is then related to several data indicators)</p>	<p>At least 4 areas are complete in component A, across at least 2 tiers in component B; component C may or may not be in place:</p> <p>The district has established a continuum of quality strategies, programs, services and practices:</p> <p>A. Within each of the 6 content areas</p> <ol style="list-style-type: none"> 1. Supports for Instruction; 2. Family Supports and Involvement; 3. Community Partnerships; 4. Safe, Healthy and Caring Learning Environments; 5. Supports for Transition; 6. Child and Youth Engagement <p>B. Across a three-tiered intervention framework within each of the 6 content areas:</p> <ol style="list-style-type: none"> 1. Core; 2. Supplemental; 3. Intensive <p>C. Aligned with district and state result areas (NOTE: result areas are the district outcomes – e.g., for the state one result area is that <i>All K-12 Students will Achieve at a High Level</i> that is then related to several data indicators)</p>	<p>More than 4 areas are complete in component A, across 3 tiers in component B; component C is in place:</p> <p>The district has established a continuum of quality strategies, programs, services and practices:</p> <p>A. Within each of the 6 content areas</p> <ol style="list-style-type: none"> 1. Supports for Instruction; 2. Family Supports and Involvement; 3. Community Partnerships; 4. Safe, Healthy and Caring Learning Environments; 5. Supports for Transition; 6. Child and Youth Engagement <p>B. Across a three-tiered intervention framework within each of the 6 content areas:</p> <ol style="list-style-type: none"> 1. Core; 2. Supplemental; 3. Intensive <p>C. Aligned with district and state result areas (NOTE: result areas are the district outcomes – e.g., for the state one result area is that <i>All K-12 Students will Achieve at a High Level</i> that is then related to several data indicators)</p>	<p>A – C</p> <p>Completed Continuum Mapping Tool or Resource Mapping Tool</p>

Questions

- What student/teacher/administrative/parent/community data will various groups study to prepare to develop the plan
- Are the 21st century skills being emphasized at every opportunity?
- What activities, programs, services, initiatives and structures are in place to remove barriers and facilitate student learning and development? What data sources are used for determining needs?
- How will this planning process fit with other district planning processes (CSIP, DINA/SINA, Teacher Quality Committee, etc.)?

Continuum Mapping Tool - 6 Content Areas of Learning Supports

The six content areas of Learning Supports form the structure for organizing, understanding, and selecting research-based interventions intended to address the needs of students who encounter barriers that interfere with their learning at school. Such a structure provides a broad unifying framework within which a school-community continuum of learning support programs and practices can be organized. **Each AEA has at least one Learning Supports Coordinator who are available to provide technical assistance in completing either the Continuum Mapping Tool or the Resource Mapping Tool.**

Complete by indicating the supports available to students in each content area, across the three-tiered continuum.	Supplemental	Intensive
Core <i>Supports for Instruction</i> foster healthy cognitive, social-emotional, and physical development. Supports for instruction are inherent in the Instructional-Decision Making process which uses multiple strategies to provide supplemental and intensive supports to ensure that children and youth have the full benefit of quality instruction.		
<i>Family Supports and Involvement</i> promote and enhance the involvement of parents and family members in education.		
<i>Community Partnerships</i> promote school partnerships with multiple sectors of the community to build linkages and collaborations for youth development services, opportunities, and supports.		
<i>Safe, Healthy and Caring Learning Environments</i> promote school-wide environments that ensure the physical and psychological well-being and safety of all children and youth through positive youth development efforts and proactive planning for management of emergencies, crises and follow-up.		
<i>Child/Youth Engagement</i> promotes opportunities for youth to be engaged in and contribute to their communities.		
<i>Supports for Transitions</i> enhance the school's ability to address a variety of transition concerns that confront children, youth and their families.		