

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
- Scoring Rubric
- Consensus Rating form
- Feedback form
- Appendices – PowerPoint Overview, Outcome 2 documents, Profile of Iowa Professional Development Model Components

Purpose and Use

The purposes of the *Iowa Core Curriculum 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 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 the entire contents of this document prior to leading any group to complete the *Scoring Rubric*. The facilitator could be district personnel or personnel from the AEA Iowa Core Curriculum Network.

Action 3 - Learning supports are coordinated to support the Iowa Core Curriculum

Practice in Place	Established Practice				Possible Evidence
0	1	2	3	4	
<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 to support student learning with a focus on the following:</p> <p>A. The six content areas of Learning Supports:</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 to support student learning with a focus on the following:</p> <p>A. The six content areas of Learning Supports:</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 to support student learning with a focus on the following:</p> <p>A. The six content areas of Learning Supports:</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 to support student learning with a focus on the following:</p> <p>A. The six content areas of Learning Supports:</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> <ul style="list-style-type: none"> •Completed Continuum Mapping Tool or Resource Mapping Tool (Appendix B). •The explicit focus of these supports on the concepts and skills of the Iowa Core and the identified student needs. •Evidence of different levels of support or intervention based on student level of need.

Appendix B

Continuum Mapping Tool and Resource Mapping Tool

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.

Core	Supplemental	Intensive
<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.		

Program, Practice, Service, or Strategy	Continuum			Content Area					Population Served					Personnel Assigned		Funding Allocation			
	Core	Supplemental	Intensive	Supports for Instruction	Family Support & Involvement	Community Partnerships	Safe, Healthy, Caring Environments	Youth Involvement	Support for Transitions	General	Eng. Lang. Learners	Special Education	At-Risk	Other (Specify)	Number	Type	Total FTE	Personnel Costs	Other Expenses
Name: _____ Evidenced based? ____ Effectiveness Measured? __																			
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Name: _____ Evidenced based? ____ Effectiveness Measured? __																			
Name: _____ Evidenced based? ____ Effectiveness Measured? __																			

Mark all that apply

Mark all that apply

List age range/grade level in cell

List FTEs

List total cost