Using GBP to Prepare Your School for NEASC
Purposes of the GBP Tool

- To bring a global perspective of secondary school practices to New England.
- To support schools in assessing relative performance in critical areas and to develop focused evidence-based improvement priorities.
- To provide a practical, step-by-step process that secondary educators can use to shape and refine school-improvement plans.
How It’s Organized

- Three strands:
  - Teaching and Learning
  - Organizational Design
  - School Leadership
STEP 1: Read the Performance Descriptions

Keep in mind:

• These performance levels are profiles of high schools at various stages of the school improvement process.

• The purpose is to provoke thoughtful, self-reflective faculty discussions about where your school is on a school improvement continuum, not to force your school into any one category.
STEP 2: Record Performance Strategies

- Review the research-based “Sample Strategies” for school improvement.
- Record the specific strategies currently used at your school to improve:
  - student outcomes
  - instructional quality
  - organizational effectiveness
- Describe the major features of each strategy (i.e., what makes it effective).
STEP 3: Record Performance Evidence

• Review the “Sample Evidence”.
• Record evidence of the success of these strategies on student performance or the school itself.

Keep in mind:

• Evidence may be qualitative or quantitative in nature.
• It is not enough to have just implemented a strategy; objective, empirical data and evidence (not subjective perceptions or wishful thinking) is needed in order to determine how strategies are impacting students.
STEP 4: Score Your School

- Reflect on the performance descriptions, strategies, and evidence that have been reviewed and discussed.
- Place your school on the continuum of school improvement as described in the dimension.
Ideas for Follow-Up Questions

• What is one thing that affirmed my thinking regarding our school’s performance?
• What is one thing that surprised me?
• What is one specific next step our school needs to take as we move forward?
## GBP Strands / Dimensions

### Teaching & Learning
- 1.1 Equity
- 1.2 Personalization and Relevance
- 1.3 Academic Expectations
- 1.4 Standards-Based Education
- 1.5 Assessment Practices
- 1.6 International and Multicultural Learning
- 1.7 Technology Integration
- 1.8 Learning Communities

### Organizational Design
- 2.1 Vision, Mission and Action Plan
- 2.2 School Culture
- 2.3 Multiple Pathways
- 2.4 Transitions
- 2.5 Interventions and Support
- 2.6 Time and Space
- 2.7 Data Systems and Applications
- 2.8 Continual Improvement

### School Leadership
- 3.1 Teacher Recruitment and Retention
- 3.2 Administrative Leadership
- 3.3 Shared Leadership
- 3.4 Moral Courage
Where did we begin?

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>NFHS Leadership Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 Assessment</td>
<td>Data Teams (within departments)</td>
</tr>
<tr>
<td>1.7 Technology Integration</td>
<td>Whole School</td>
</tr>
<tr>
<td>2.2 School Culture</td>
<td>Positive Behavior Intervention and Support (PBIS) team</td>
</tr>
<tr>
<td>2.5 Interventions and Support</td>
<td>Student Assistance Team (SAT)</td>
</tr>
<tr>
<td>3.3 Shared Leadership</td>
<td>School Improvement Team (SIT)</td>
</tr>
<tr>
<td>2.1 Vision, Mission, and Action Plan</td>
<td>Department Chairs / Interdisciplinary School Instructional Improvement Team (InSIIT)</td>
</tr>
</tbody>
</table>
Where are we going?

- Teachers
- Departments
- Personal Learning Communities (PLCs)
- Interdisciplinary School Instructional Improvement Team (InSIIT)
Standards-Based Report Card

Currently:

- students receive both an academic report card and a standards-based report card
- faculty uses school-wide rubrics to assess mastery of mission statement expectations
- rubrics are designed to be used across content areas
- standards-based assessment is in practice in the elementary schools
Standards-Based Report Card

In the works:

- standards-based report cards will begin in the middle school in the fall of 2013 and will be implemented in the high school by 2016
7 NEASC Standards

1) Core Values, Beliefs and Learning Expectations
2) Curriculum
3) Instruction
4) Assessment of and for Student Learning
5) School Culture and Leadership
6) School Resources for Learning
7) Community Resources for Learning
# Alignment of GBP and NEASC

<table>
<thead>
<tr>
<th>NEASC STANDARDS</th>
<th>GBP DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Core Values, Beliefs, and Learning Expectations</td>
<td>1.3 Academic Expectations</td>
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<tr>
<td></td>
<td>2.2 School Culture</td>
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<tr>
<td>2. Curriculum</td>
<td>1.3 Academic Expectations</td>
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<td>1.4 Standards Based Education</td>
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<td>1.7 Technology Integration</td>
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<td>3. Instruction</td>
<td>1.3 Academic Expectations</td>
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<td></td>
<td>2.7 Data Systems and Applications</td>
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<tr>
<td>4. Assessment of and for Student learning</td>
<td>1.5 Assessment Practices</td>
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<tr>
<td>5. School Culture and Leadership</td>
<td>1.2 Personalization and Relevance</td>
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<td>3.3 Shared Leadership</td>
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<tr>
<td>6. School Resources for Learning</td>
<td>2.5 Interventions and Support</td>
</tr>
<tr>
<td>7. Community Resources for Learning</td>
<td>1.2 Personalization and Relevance</td>
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<tr>
<td></td>
<td>2.6 Time and Space</td>
</tr>
</tbody>
</table>
Contact Information

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Global Best Practices Survey

This survey looks to see what teachers know about the variety of committees that exist at New Fairfield High School.

* Required

Your name (optional)

Do you currently serve on a committee? *
   - Yes
   - No

If yes, please list all committees that you serve on.

If you don’t serve on a committee, why not?
   - childcare issues
   - other job
   - I am a coach
   - not interested
   - Other:

How well do you understand the purposes of the following committees? *
1 = not at all  2 = somewhat  3 = very much

<table>
<thead>
<tr>
<th>Committee</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>SIT</td>
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<td>InSIIT</td>
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<td>PBIS</td>
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<td>SAT</td>
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<td>Teacher Evaluation</td>
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<td>SCOPE</td>
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<td>Crisis Team</td>
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Do you feel you have a voice about the following areas? *

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>School climate</td>
<td></td>
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<tr>
<td>Concerns about a student</td>
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<td>SEE project</td>
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<td>PD</td>
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<tr>
<td>Data collection</td>
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For the areas that you said yes, please state how you make your voice heard if you had a concern?

For the areas that you said no, what are the issues that need to be addressed?

Please list any other comments.
Questions for Discussion

- How have you used GBP in your school?
- What ideas have you gained from this conference that you can take back to your school regarding GBP?