School Development

*Internal Review Handbook*
Purpose

The intent of the Internal Review Handbook is to guide school development teams and individuals through the Internal Review component of the School Development process. All school development participants are advised to acquaint themselves with the internal review process as outlined in this Handbook. The steps and procedures in the Internal Review component are completed in a sequential manner, over a period of months, and with appropriate support.

The purpose of the Internal School Review is to examine the school’s current actions, practices and results (surveys/focus groups and assessment) in order to determine its strengths and areas needing change. The focus is on identifying opportunities to improve student learning and achievement. The Internal Review utilizes provincially established Criteria Statements designed to demonstrate what is generally expected to occur in schools and to establish baseline data to measure growth and development. The school uses the results of the Criteria Statements’ analysis to formulate goals and objectives for its School Development Plan.

The Internal Review is completed once in a school development cycle (3-4 years). Schools undertaking an Internal Review will require a minimum of two specially designated professional development days to record, analyze, and report data. A suggested time line, with steps and procedures, is outlined later in this handbook. The Internal Review is the beginning point for schools engaging in the provincial School Development Model.
SCHOOL DEVELOPMENT MODEL

FIGURE 1

COMMUNICATION

VALUES

VISION

IMPLEMENTATION

MONITORING

MISSION

EXTERNAL REVIEW

INTERNAL SCHOOL REVIEW

3-5 YEAR PLAN (Goals)

BUILDING CAPACITY

School Development

VALUES

VISION

MISSION

School Development

EXTERNAL REVIEW

EXTERNAL REVIEW

INTERNAL SCHOOL REVIEW

3-5 YEAR PLAN (Goals)

BUILDING CAPACITY

COMMUNICATION

VALUES

VISION

IMPLEMENTATION

MONITORING
The Internal Review

INTERNAL SCHOOL REVIEW STEPS AND PROCEDURES

Overview

The steps below will help organize and lead a school through the Internal Review process. A timeline is also suggested for each of the steps. It is recommended that the Internal Review component be completed within a 5 month period, though this is sometimes contingent upon the circumstances of the school.

STEP ONE: Establish a School Development (Leadership) Team

STEP TWO: Gather and organize relevant data according to Criteria Statements

STEP THREE: Establish Data Recording and Analysis Teams

STEP FOUR: Record and analyze the data

STEP FIVE: Report on data and consensus on strengths and challenges

STEP SIX: Goal identification
Steps and Procedures

Step One
Establish a School Development Team

The School Development Team has a general responsibility to lead, support, and monitor the school development process at the school level. Membership includes the administration, teachers, and where appropriate, representation from parents/guardians, community and students. The size, composition, and membership of the school’s team will be based on the circumstances of the school community. Team composition will align with the establishment of Data Recording and Analysis Teams (Step 3). Teams of 4-6 members work best.

- Select a Chairperson
The School Development Team will select a chairperson. That person is charged with guiding the Internal Review process and should be chosen for his/her facilitation, leadership and organizational skills. The complete roles and responsibilities of the School Development Team are clearly defined later in this handbook. During the Internal Review stage, the responsibilities of the School Development Team include:

  - **Building a culture for school development**
  Building a culture for School Development is a continuous process that enables the school to grow as a professional learning community. The School Development Team is integral in providing professional development to the school community about the process and the provincial model for School Development. The District Facilitator responsible for School Development should be the primary contact in providing training and professional development for each school.

  - **Establishing appropriate timelines for each phase of the Internal Review**
  The School Development Team sets the timeline for the start and completion of the Internal Review component. Dates and deadlines should be given for each phase of the Internal Review, including regular meetings of the School Development Team, the administration of surveys and specially designated professional development days or close out days. It is important to establish and maintain momentum for the process by keeping within a 4-5 month period to complete the Internal Review.
Step Two

Gather and Organize Relevant Data according to Established Provincial Criteria Statements

The Criteria Statements, developed specifically for the School Development process, are designed to identify strengths and challenges in four areas:
- School Organization
- Leadership
- Teaching and Learning
- Culture and Climate

Each Criteria Statement in the recording template has accompanying “Guiding Questions” to provide direction in responding to the Criteria Statement. Also, a list of data sources (printed in italics) is provided for each Guiding Question to help answer the question. There is also a Data Collection List attached to each Criteria Statement to assist the School Development Team in gathering data.

- Data Collection
  The School Development Team, with District support, is responsible for facilitating the gathering of all data needed to answer the questions accompanying the provincial Criteria Statements. They should ensure that the data collection phase is organized to minimize workload and maximize efficiency. Most, if not all data is gathered electronically.

  Although the intent is for schools to thoroughly analyze all data and aspects of the school community, it may not be possible for schools to create all data sources listed; it is recommended that schools create these data sources over time.

  Data is derived from three broad sources: School Actions and Practices, Assessment, and Surveys/Focus Groups. All required supporting data will be collected and stored in a digital file folder with links provided to the folder from the Criteria Statement Recording Template.
Surveys

School development surveys will be available from the Department of Education to be administered to all stakeholder groups. Schools can request surveys through their School Development District Facilitator. Guidelines for survey administration are available on the School Development website.

Surveys are administered by the school and the completed bubble sheets are returned to the Department of Education for scoring and analysis. Results will be sent electronically to the schools.

Step Three

Establish Data Recording and Analysis Teams

- Data Recording and Analysis Teams are established to record and analyze data
- Where appropriate, teams should have representation from the school community (students, teachers, administrators, parents/guardians, school council)
- All members of School Development Team should be familiar with the Criteria Statements before establishing teams.
- The expertise and knowledge of staff members, relative to the Criteria Statements, should be considered when establishing teams.
- These teams, where possible, should be representative of a cross section of the school’s staff reflecting subject, grade level, and specialty areas
- A member of the School Development Team should lead each Data Recording and Analysis Team

The number of teams required to complete the Data Recording and Analysis phase will depend upon the number of teachers in the school and the number of participants on each team. Teams of 3-5 people work best. Try to avoid forming teams of fewer than 3 people. Each Data Recording and Analysis Team should have a chairperson.

The School Development District Facilitator will assist the school with setting up an electronic file system for teams to record, analyze, and store data. The School Development Team will keep a record of the membership of each team and its chairperson using the Internal Review Teams and Timelines Template.
The following are suggested Configurations for Data Recording and Analysis Teams for schools of 13 – 40+ teaching staff:

*Numbers in italics represent Criteria Statements

<table>
<thead>
<tr>
<th>Team 1</th>
<th>4 Teams</th>
<th>5 Teams</th>
<th>6 Teams</th>
<th>7 Teams</th>
<th>8 Teams</th>
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<td>Team 10</td>
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<td>14, 15</td>
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</tbody>
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**STEP FOUR**

**Record and Analyze the Data**

*Note: The School Development District Facilitator will assist the school with setting up an electronic file system for teams to record, analyze and store data.*

After all data has been gathered and organized into the designated folder, and teams have been established to record and analyze the data, the school is ready for a close-out day.

A school will require two (2) close-out days to complete the Internal Review; one (1) day to enter data on the templates, and one (1) day to analyze and report to the other data recording and analysis teams. These two days should not be consecutive to allow time for reflection and, if necessary, some short team meetings to complete the templates.

To facilitate the recording and analysis session, the school development team must ensure that each Data Recording and Analysis Team has a designated fully functional computer station with appropriate hardware and software. In addition, it is recommended that teams have access to a projector/interactive whiteboard to ensure that all team members are able to view the templates as
they are completing them. This should be arranged the day before the school close-out. Each team will designate a member to enter the data on the *Criteria Statement Recording Template*. All templates are to be completed using Microsoft Word.

The *Criteria Statement Recording Template* serves to record all data gathered from School Actions and Practices, Assessment, and Surveys/Focus Groups. Data is entered in the appropriate column on the template. The team identifies supporting data by hyperlinking to the file that contains the data they have used.

**Three Categories of Data**

1. **School Actions and Practices**
   This column should contain data representative of school actions, practices, structures, procedures and policies. Each Criteria Statement in the recording template has accompanying “Guiding Questions” to provide direction in responding to the Criteria Statement.

2. **Assessment**
   Data relating to assessment is entered in this column. It should include an overview of student achievement in the school on all internal and external assessments.

   - **Internal school assessment data** should include classroom and school-based assessments designed by the staff for the various grades and subject areas to inform instruction and improve student learning (e.g., reading records, report card data).

   - **External assessment data** should include reports on student achievement in all external assessments (e.g., Grade 1 Observation Survey and Reading Record, Grade 2 Reading Record, Provincial Assessments (primary, elementary, intermediate), High School Public Examinations, and District Administered Assessments).

Data entered in the assessment column should reflect student achievement over time; provide comparisons of internal assessment data over time and across strands; provide comparisons of internal assessment data with external assessment data; include any data related to recognized student achievements and awards; and any other relevant information concerning student assessment and evaluation.
To expedite the recording of assessment data, it is not necessary to duplicate academic assessment analysis on the recording template if the data is already analyzed and available in another format. For example, current provincial assessment data is presented in four year trend data charts with comparisons to District and Provincial results. This data can be stored in, or electronically linked to, the Criteria Statement folders. Include a summary analysis only of this data on your recording template. A similar analysis of the school’s internal data is also required. Internal data charts and tables can also be linked in this fashion.

3. Surveys/Focus Groups
Data entered in this column is based on results or information gathered by the school through either the administration of various specially designed provincial surveys or through Focus Groups. Five provincial School Development surveys are available to each school as it undertakes its Internal Review. These surveys are designed to correspond to the Provincial Criteria Statements. Surveys are available for administration to Grades 1-3, Grades 4-6, Grades 7-12, Staff, and Parents/Guardians. Schools can request surveys through the District Facilitator for School Development assigned to their school. Guidelines for survey administration are available on the School Development website.

STEP FIVE

Report on Data and Reach Consensus on Strengths and Challenges

The second close-out day is used to report data and reach consensus on the results. Data Recording and Analysis Teams report their list of Strengths and Challenges for each Criteria Statement or area of review assigned to them. The team should present their data using the electronic templates provided. They should start with the Criteria Analysis Template, but also have available the Criteria Statement Recording Templates to show why they reached the conclusions they did or to help answer questions. The team should also have all the required evidence that supports their findings. This will be contained in the electronic file folder of supporting data.

Following each team’s report, all participants are encouraged to critically analyze and discuss the data presented for clarification and appropriate changes. The full group may suggest changes to the analysis, which may result in deleting and/or adding strengths and challenges to the criteria area being discussed; however, changes must be based on supporting evidence or data. It is vital to the process to reach full group consensus before proceeding to the next team’s report.
In many cases, Data Recording and Analysis Teams will be responsible for Criteria Statements in more than one area (e.g., Leadership and Teaching and Learning). To maintain continuity of thought when reporting on each Criteria Area, try to report on all the Criteria Statements in one area before proceeding to the next. The area of Teaching and Learning will be most affected by this as it has nine Criteria Statements as compared to two in each of the other areas. Try to have the statements in Teaching and Learning reported on in sequence. This may mean some teams will have to present twice, but it helps the full group get an uninterrupted analysis of the Teaching and Learning area.

After all teams have presented their data analysis, and consensus has been reached on all the strengths and challenges, the Challenges are compiled (cut and paste) into a single list for the Goal Identification Stage.

**STEP SIX**

**Goal Identification**

The purpose of this step is to categorize the Challenges into Goal Areas that will give direction to the School Development Plan.

The School Development Team or District Facilitator compiles all Challenges into one list using the Challenges to Goals Template and gives an electronic version of the template to each team. The teams then categorize the Challenges according to the directions on the Challenges to Goals Template. Part of the categorization process includes removing Operational Issues from the Master Challenge list.

Operational issues are those concerns that come out of the Internal Review but are not directly related to challenges identified. They are issues that require attention and therefore need to be recorded and acted upon as an adjunct to the school development plan. Operational issues usually don’t require long term planning and can be addressed through short meetings or by taking an appropriate action. Both the 3-4 year and the 1-year school development plan templates provide for operational issues to be addressed.
After categorizing the challenges into Goal Areas, and removing the Operational Issues, the teams return to the full group to reach consensus on the Goal Areas. While one team presents their categorized list, the other teams compare it to their identified Goal Areas. Through discussion, full group consensus is reached on the Goal Areas for the School Development Plan.

The completed and agreed upon *Challenges to Goals Template* is then given to the School Development Team to be carried forward to the next stage, goal development.

The School Development Team is responsible to ensure that all templates have been stored digitally on the School Server.
INTERNAL REVIEW – DAY 1 AND DAY 2 ACTIVITIES

Day 1 Close-Out

The school staff will complete or participate in the following activities during the first school close-out day. The size of each Data Recording and Analysis Team, and the number of criteria statements they have will determine how far they progress.

- The School Development Team will give the Data Recording and Analysis Teams access to their digital folders containing the data required to answer the questions.
- All data for each Criteria Statement is recorded electronically using the Criteria Statement Recording Template.
- Hyperlink the list of supporting data to the file that contains it.
- Limit conversations during data entry to what content needs to be entered and not the origin or resolution of a given concern or situation related to the data. There will be an opportunity to discuss and analyze the data at a later stage when all data has been entered.
- After all data has been entered on the Criteria Statement Recording Templates, begin to analyze the data under each Criteria Statement to determine the Strengths (area of success/achievement) and Challenges (area requiring attention/improvement).
- Enter the Strengths and Challenges on the Criteria Analysis Template. These strengths and challenges reflect a culmination of the evidence gathered on the Criteria Statements. Sometimes the statement may reflect several questions under a Criteria Statement or it may pertain to just one question. Note: Some statements may be entered as both a Strength and Challenge, depending upon the current status of the issue. Only statements supported by data should be included in the Strengths and Challenges.
- Cross reference all Strengths and Challenges statements, by number, with the data entered on the recording templates to support and facilitate discussion on the statement.
- Ensure all electronic files are named, saved and secured.
Day 2 – Close-Out

The second school close-out day should begin with teams reporting to the full group. Teams may require a short session between the two close-out days to complete the work from day 1; therefore it is recommended that the 2 days not be consecutive.

- Report to the full group
- Provide time for discussion, clarification and showing of evidence
- Reach consensus on the Challenges
- Complete the *Challenges to Goal Areas Template* and reach consensus
- Ensure all electronic files are saved and secured
INTERNAL REVIEW – ROLES AND RESPONSIBILITIES

School Development Teams

The School Development Team has a general responsibility to lead, support and monitor the school development process at the school level. The team should be relatively small in number to ensure its effective operation as a facilitating, coordinating and managing group. The size, composition and membership of the school team will be based on the school community. Membership should include representatives of administration and teachers as well as parents/guardians, community members and students, where appropriate. The chair of the School Development Team plays a key role in the School Development Process and should be chosen for his/her facilitation, leadership and organizational skills.

School Development team members undertake specific responsibilities to guide the school through the School Development process. These responsibilities include:

- building a culture for school development
- generating and sustaining stakeholder participation and support for the process in a collaborative manner
- liaising with the District Facilitator for School Development
- establishing appropriate timelines for completion of school development planning, activities and implementation
- ensuring that data collection timelines and teams are in place
- requesting surveys through the School Development District Facilitator assigned to the school
- ensuring that the provincial Criteria Statements are used to collect data in the Internal Review
- creating a master folder located on the school server to ensure easy retrieval of Internal Review data (liaise with the District Facilitator)
- ensuring that all templates have been stored digitally on the School Server
- ensuring that the information contained in the Internal School Review report has been obtained, compiled and analyzed accurately and thoroughly
- providing for the facilitation of the components of the School Development model
- organizing meetings associated with the School Development process
- assisting in the implementation, monitoring and communication of the School Development Plan over the duration of the cycle
- assisting members of the External Review Team during the school visit
Data Recording and Analysis Teams

Under the leadership of a school development team member, these teams undertake specific responsibilities with regard to the recording and analysis of data. Responsibilities include:

- recording data for designated Criteria Statements on the *Criteria Statement Recording Template*
- cross-referencing data with Criteria Statements
- summarizing the data for each criteria area on the *Criteria Analysis Template*
- analyzing the data that is recorded
- making a list of Challenges and Operational issues for each criteria area
- presenting a summary of the data analysis
- encouraging critical analysis of the data during the presentation
- engaging in consensus decision-making to identify goal areas
- submitting completed templates and written summaries to the School Development (Leadership) Team (digital format)
School Administrators

School administrators, as instructional leaders, support the processes necessary for successful School Development. Responsibilities include:

- being a member of the school development team
- providing for school development updates at staff and School Council meetings
- providing for regular school development meetings
- facilitating and supporting a collaborative school culture conducive to the School Development process
- facilitating partnerships with school District personnel (e.g. programs, student support services, school health liaison consultants)
- ensuring electronic data is appropriately stored
- facilitating team-building and shared leadership
- supporting the building of a professional learning community
- modeling collaborative practices and shared-decision making
- supporting the involvement and representation of all stakeholders
- facilitating and monitoring established timelines
- ensuring accurate and appropriate depth of analysis of data
- encouraging, supporting and participating in professional development activities
- acquiring and sharing professional resources with school personnel
School Development District Facilitator

The School Development District Facilitator serves in a facilitating and supportive capacity during an Internal School Review. Responsibilities include:

- facilitating the building of a collaborative school culture
- facilitating team-building and consensus-building skills with school personnel
- facilitating the building of school-level capacity
- assisting the school with the establishment and training of a School Development Leadership Team and Data Recording and Analysis Teams
- assisting with the set-up of a digital file system on the school server
- assisting the school with the collection, recording and analysis of data in accordance with the provincial Criteria Statements
- providing for the facilitation of the components of the School Development Model
- facilitating and monitoring established timelines
- providing follow-up support during the implementation of the School Development Plan
- providing networking opportunities for School Development teams to share their knowledge and experience
- reviewing goal areas with the school before the plan is written to ensure operational issues are defined and appropriately placed
District Responsibilities

District Staff, as instructional leaders, support the processes necessary for successful School Development. Responsibilities include:

- assisting schools with collation and analysis of internal assessment data
- ensuring resources are in place to support the School Development process (time and facilitator for Internal Review)
- assisting schools with the development of the One Year Plan (strategies, indicators of success, PD support, etc.)

Note: All required templates are available from the School Development District Facilitator or the Department of Education Website: http://www.ed.gov.nl.ca/edu/k12/development/index.html