

EIGHT ELEMENTS OF VANGUARD PROCESS

From the outset of the Vanguard process, IPS and NUA identified **Eight Elements** that create instruction that results in high achievement. At various times during the year, schools will rate the level of implementation in these areas.

1. Standards-based curriculum

- Staff members understand the standards and the benchmarks for their grade levels.
- Instruction is designed to support the skills and knowledge required by the standards.
- Rubrics are used to support and assess classroom instruction.

2. Planning, assessment and use of data to influence instruction

- Data is used on a continuous basis to understand and monitor student achievement and professional development.
- Effective assessment of student data is ongoing and continuous. (i.e. we disaggregate data and hold regular data utilization meetings to monitor and adjust instruction)
- Strengths and needs of the school staff are regularly assessed.

3. Cutting-edge research that focuses on the diverse learning and cultural needs of students in an urban environment

- Staff members are familiar with the research findings on successful teachers of urban students and use this information to guide their choice of instructional strategies, techniques and approaches.
- Staff members view videotapes and observe classrooms of exemplary schools and teachers that employ culturally centered practices within and outside my school district.
- Staff members discuss and share knowledge of research and ideas for successful relationships in urban schools. (i.e. student/student; student/teacher; teacher/parent; school/community)

4. Instruction that is rigorous and challenging

- Decisions on instruction are made based on data on student achievement and analysis and discussion of district and state standards.
- Instruction, tasks and tests are designed to help students learn how to put knowledge to work.

- Students are required to think critically and create meaningful products or performances.

5. Building-based professional development

- Decisions on professional development flow from research on teacher change and student learning, data on student achievement and analysis and discussion of district and state standards.
- Rubrics, peer observation and coaching are used to support and assess classroom implementation of teaching skills acquired.
- Educators participate in peer sharing activities. (i.e. study groups, book discussions, mentoring.)

6. Partnerships - internal (within the schools and with other Vanguard schools) and external (with universities and parents)

- Staff participates in on-going collaborative activities to produce and maintain an increased sense of teamwork within the building.
- There is an active exchange and articulation among Vanguard schools of ideas, practices and experiences.
- Partnerships with universities, unions and parents designed to increase student achievement are expanded.

7. Effective use of technology to support professional development and student learning

- Computers, video and other multi media tools are incorporated in professional development activities to assist teachers in self-evaluation and in the peer coaching process.
- Web sites on exemplary classroom implementation are continually identified, shared and used.
- Distance learning, email and the Internet are used to support effective communication, professional development and student learning.

8. Administrative leadership

- Administrators design staff meetings to help meet the school's goals.
- Administrators work in partnership with others for horizontal and vertical articulation of curriculum and instruction.
- Administrators build a "leadership team" in the school.