

Case Study: Achievement

A System of Frames

- Political
- Structural
- Symbolic
- Human Resource

Take data directory and find 3 illustrations:

Pick a School where achievement is a challenge

Pick 3 other schools to benchmark achievement against (3 other schools in the county) choose because their achievement is the opposite. Similar schools, but success is very different. The school you are dealing with is challenged.

*Achievement and Demographics are the areas of focus

Develop a protocol: What would you be asking the school that would help you and enable you to take ideas back to your school

What are the questions you are going to ask and who are you going to ask them to?

Include a timetable for how you are going to proceed when you are at that school...what's your schedule. This will give you a sense of how many questions you can appropriately pose.

Benchmark: Tasks.....

3 like schools

Question protocol

Schedule for how you will use your time when you are at the school: who are you going to be speaking to?

Questions:

Do you use test prep material?

How do you track data?

What procedures do you use to communicate across the grade levels in terms of what's happening with the curriculum and the students?

Do you individualize instruction? If so, how specifically?

What kinds of professional development have your teachers experienced?

What kinds of strategies are you using with *sped* students and *ell* students?

Are there self-contained classes for sped students?

What's your department budget for materials?

What materials specifically are you using?

How are you scheduling classes?

How do you schedule teacher opportunities for communication and sharing?

Do you have reading specialists?

What do your department meetings look like?

Do other courses affect or influence student performance....literacy across the content areas?

Who will you talk to?

Asst. Supt. For Curriculum

Principals

Lead Teachers

Department Heads and Coordinators, including Sped and ELL

Reading Specialists