

Maine Cohort 2 Application for Inclusion in the Re-Inventing Schools Coalition

DIRECTIONS

The following four scoring guides (one for each RISC Model component) are to be used by the applicant for further clarification in responding to the associated statements. In addition, the application review team will use them to initially determine commitment and capacity to carry out the work involved with the RISC Model. If selected for a site visit, these scoring guides will be used to direct the site visit team in validating the application content. The maximum score for an application is 16 points (4 points for each component).

Please respond to each of the questions associated with each RISC Model component using the provided templates. Total length of responses for all questions associated with each RISC component must be kept to a maximum of one page.

RISC COMPONENT #1: LEADERSHIP

	<i>Emerging (1)</i>	<i>Developing (2)</i>	<i>Proficient (3)</i>	<i>Advanced (4)</i>
Leadership	The organization demonstrates an awareness of the need to build leadership capacity, but provides limited evidence and/or commitment to build leadership capacity at all stakeholder levels.	The organization demonstrates a clear commitment to building leadership capacity at a student, staff, community, and partner level.	The organization demonstrates a clear commitment to <u>continue</u> building leadership capacity at a student, staff, community, and partner level. There is evidence that building leadership capacity is currently being addressed through specific programs, initiatives, and processes. Examples: student leadership programs, staff evaluations address leadership behaviors, leadership training.	The organization demonstrates a clear commitment to <u>continue</u> building leadership capacity at a student, staff, community, and partner level. The organization has formal processes and measurement tools for building leadership capacity in more than one of the following stakeholder groups: student, administrative staff, instructional staff, classified staff, community, and partners.

1. Describe how your organization addresses building leadership capacity at all stakeholder levels.
2. Describe your commitment to further build leadership capacity in your organization at all stakeholder levels.
3. List the evidence you have that demonstrates your current leadership capacity and future capacity building plans. If selected for a site visit, stated evidence will be reviewed.

Maine Cohort 2 Application for Inclusion in the Re-Inventing Schools Coalition

RISC COMPONENT #2: SHARED VISION

	<i>Emerging (1)</i>	<i>Developing (2)</i>	<i>Proficient (3)</i>	<i>Advanced (4)</i>
Shared Vision	The organization demonstrates an awareness of the need to develop a shared vision, but provides limited evidence and/or commitment to develop a shared vision.	The organization demonstrates a clear commitment to developing a shared vision, which will include input at a student, staff, community, and partner level.	The organization demonstrates that a shared vision has been established and includes input from a student, staff, community, and partner level. The organization demonstrates a clear commitment to reenergize the shared vision that will address a standards-based system.	The organization demonstrates that a shared vision has been established and includes input from a student, staff, community, and partner level. The organization has formal processes and measurement tools for reenergizing the shared vision at all stakeholder levels.

1. Describe how your organizational goals include input from different stakeholder groups.
2. Describe your commitment to develop or reenergize the organization's shared vision, which will include input from students, staff, community and partners.
3. List the evidence you have that demonstrates your capacity to develop or reenergize the organization's shared vision, which will include input from students, staff, community and partners. If selected for a site visit, stated evidence will be reviewed.

Maine Cohort 2 Application for Inclusion in the Re-Inventing Schools Coalition

RISC COMPONENT #3: STANDARDS-BASED DESIGN

	<i>Emerging (1)</i>	<i>Developing (2)</i>	<i>Proficient (3)</i>	<i>Advanced (4)</i>
Standards-Based Design	The organization demonstrates an understanding of a standards-based system, but provides limited evidence and/or commitment to carry out the system change.	The organization demonstrates a clear commitment to implementing a standards-based system in all school for all students.	The organization demonstrates a clear commitment to implementing a standards-based system in all schools for all students. The organization has introduced and/or implemented some standards-based concepts to administrator and instructional staff, and the local school board. The organization has a learner-centered focus.	The organization demonstrates a clear commitment to implementing a standards-based system in all school for all students. The organization has aligned curricula with the Maine Learning Results, has developed some internal assessment to measure them, has researched standards-based report cards, and has some processes in place to move students ahead based on demonstrated ability versus age.

1. Describe what a standards-based system means to your organization.
2. Describe your commitment to implementing a standards-based system.
3. List the evidence you have that the organization has the capacity to successfully navigate the system change necessary to implement a standards-based approach. If selected for a site visit, stated evidence will be reviewed.
4. Describe the challenges and successes you anticipate with regards to implementing a standards-based system.

Maine Cohort 2 Application for Inclusion in the Re-Inventing Schools Coalition

RISC COMPONENT #4: CONTINUOUS IMPROVEMENT

	<i>Emerging (1)</i>	<i>Developing (2)</i>	<i>Proficient (3)</i>	<i>Advanced (4)</i>
Continuous Improvement	The organization is aware that continuous improvement processes that are repeatable and provide opportunities for evaluation can lead to increased performance throughout the entire organization (i.e., systematic use of PDSA in all organizational departments).	The organization demonstrates that some continuous improvement processes are in place. The organization demonstrates a clear commitment to begin systematic systemic uses of continuous improvement processes.	The organization demonstrates that some continuous improvement processes are in place and have been refined. The organization demonstrates a clear commitment to use continuous improvement processes in a systematic and systemic way (i.e., standards-based evaluation tools at a student, staff, school, and SAU level).	The organization demonstrates that formal continuous improvement processes are in place at staff and student levels and are systemic and systematic. The organization has clear key performance indicators that are aligned to the shared vision, of which many if not all support the implementation of a standards-based system.

1. Describe how your organizational goals are implemented and measured at a staff and student level.
2. Describe your commitment to a continuous improvement process in a systematic manner.
3. List the evidence you have that the organization has the capacity to set, monitor, report, and revise organizational goals. If selected for a site visit, stated evidence will be reviewed.