



RISING STARS REVIEW TEAM EVIDENCE WORKSHEET (2007)

Rising Stars Core Principles		
I. Candidates must be able to demonstrate competency in priority performances with measurable results.	Sample evidence used to document whether the core principle is fully operationalized:	Based on what you've observed today, the collaborative is successfully putting this principle into action.
<p>a. Candidates have the opportunity to practice the priority performances in real school settings working with real teachers.</p>	<ul style="list-style-type: none"> ▪ Final assessment performance checklist and feedback form ▪ Individual Performance Coaching Action Plan for each module for each candidate ▪ Participant feedback 	<p>① Strongly disagree</p> <p>② Disagree</p> <p>③ Agree</p> <p>④ Strongly Agree</p>
<p>b. Candidates receive feedback on their practice using specified performance criteria by qualified performance coaches.</p>	<ul style="list-style-type: none"> ▪ Participant feedback ▪ Self Assessment ▪ Coaches feedback 	<p>① Strongly disagree</p> <p>② Disagree</p> <p>③ Agree</p> <p>④ Strongly Agree</p>

II. Preparing future leaders is a shared responsibility of the district, the university and other regional partners, the “Collaborative”	Sample evidence used to document whether the core principle is fully operationalized:	Based on what you’ve observed today, the collaborative is successfully putting this principle into action.
<p>a. Program content was collaboratively designed and delivered by educational practitioners with a proven track record of success and university faculty from a variety of disciplines (education, business, social sciences, etc.).</p>	<ul style="list-style-type: none"> ▪ Instructors List ▪ Memorandum of Understanding ▪ District Factors Analysis ▪ Curriculum lesson plans 	<p>① Strongly disagree</p> <p>② Disagree</p> <p>③ Agree</p> <p>④ Strongly Agree</p>
<p>b. Program content was presented through various delivery methodologies including self-paced or instructor-led modules, problem-based learning, case studies, school-based action research projects, course work and technology-based approaches.</p>	<ul style="list-style-type: none"> ▪ Performance Based Modules ▪ Curriculum Lesson Plan ▪ Data Utilization Guide ▪ IBM Change Tool Kit™ ▪ Case Studies 	<p>① Strongly disagree</p> <p>② Disagree</p> <p>③ Agree</p> <p>④ Strongly Agree</p>
<p>c. At least 50% of the program content provided performance-based practice with feedback against clear criteria by a qualified performance coach.</p>	<ul style="list-style-type: none"> ▪ List of trained coaches ▪ Memorandum of Understanding ▪ Performance-based modules ▪ Out of classroom assignments ▪ Final assessment performance checklist and feedback form 	<p>① Strongly disagree</p> <p>② Disagree</p> <p>③ Agree</p> <p>④ Strongly Agree</p>

III. Candidates bring expertise and experience to the program, so the program will be customized to build on their strengths and attend to their weaknesses.	Sample evidence used to document whether the core principle is fully operationalized:	Based on what you've observed today, the collaborative is successfully putting this principle into action.
<p>a. Candidates were pre-assessed prior to program entry to determine strengths and weaknesses against the priority performances.</p>	<ul style="list-style-type: none"> ▪ Gallup's PrincipalInsight™ ▪ The 8 Roles of School Leaders™ ▪ Strengths Finder ▪ Kaleidoscope ▪ Cross Cutting Skills checklist 	<p>① Strongly disagree</p> <p>② Disagree</p> <p>③ Agree</p> <p>④ Strongly Agree</p>
<p>b. Candidates were continually assessed through multiple methods to inform curriculum delivery.</p>	<ul style="list-style-type: none"> ▪ Coach recommendation ▪ Final assessment performance checklist and feedback form 	<p>① Strongly disagree</p> <p>② Disagree</p> <p>③ Agree</p> <p>④ Strongly Agree</p>

IV. Leadership development is integral to teaching and learning in schools.	Sample evidence used to document whether the core principle is fully operationalized:	Based on what you've observed today, the collaborative is successfully putting this principle into action.
<p>a. Candidates were selected based on criteria including proven effectiveness in raising student achievement, demonstrated leadership and a passion for school improvement.</p>	<ul style="list-style-type: none"> ▪ Candidate application ▪ Criteria for candidate selection 	<p>① Strongly disagree</p> <p>② Disagree</p> <p>③ Agree</p> <p>④ Strongly Agree</p>
<p>b. During the program, candidates assumed leadership of school-based initiatives that support the school improvement plan.</p>	<ul style="list-style-type: none"> ▪ Survey of each candidate ▪ Grade level CRCT ▪ Action Research Plan ▪ Assignments from lesson plans 	<p>① Strongly disagree</p> <p>② Disagree</p> <p>③ Agree</p> <p>④ Strongly Agree</p>
<p>c. Upon program completion, candidates were provided extensive support through a district/university induction program of ongoing professional learning.</p>	<ul style="list-style-type: none"> ▪ District provided professional learning ▪ District comprehensive leadership development plan ▪ RESA follow-up leadership support ▪ Attendance at GLISI events (i.e. Base Camp & Summit, Developing High Performing Leaders at all Levels, COLAs, etc.) 	<p>① Strongly disagree</p> <p>② Disagree</p> <p>③ Agree</p> <p>④ Strongly Agree</p>

DO YOU FEEL THAT GEORGIA HAS THE CAPACITY TO DELIVER A PERFORMANCE-BASED CURRICULUM WITHIN 3 YEARS, AS EVIDENCED BY THE QUALITY OF THE RISING STARS PROGRAM DELIVERY?

① Yes

② No

WHAT STRENGTHS WERE YOU ABLE TO OBSERVE IN THE RISING STAR COLLABORATIVE?

WHAT WEAKNESSES WERE YOU ABLE TO OBSERVE IN THE RISING STAR COLLABORATIVE?

WHAT RECOMMENDATIONS WOULD YOU SUGGEST THAT WOULD ADDRESS THE WEAKNESSES YOU MENTIONED?