

Program for High Performing Schools

TARGET AUDIENCE

The Program for High Performing Schools is a long-term one, extending up to one to two years. The HPS will benefit all stake holders of a school, starting at the top from the school leadership, second rung coordinators and other heads of departments, teachers, parents, as well as all the supporting staff.



KEY PROGRAM TAKEAWAYS

- Understanding what makes a school 'High-performing' (or effective)
- Mapping the school effectiveness framework to your school
- Data on how the students are performing on intended learning outcomes
- Schools start a journey towards becoming high-performing through a baseline assessment along 16 parameters of the rubric
- A specific plan developed to move the school along each parameter.
- School reviews its progress from time to time and tweaks the plan

Shikshangan has translated all research in this area into a 5-level rubric consisting of 16 parameters (below).

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1.0 Guaranteed & Viable Curriculum

Area of Improvement	Level 1	Level 2	Level 3	Level 4	Level 5
1.1 Putting in place a syllabus (that is, what do we want students to learn across subjects & grades)	No syllabus in place. Teachers use textbooks to interpret what students should learn	Syllabus is in place but largely traces the textbooks & co-curricular is missing	Comprehensive (curricular + co-curricular) syllabus in place but is not uplifting (critical & creative thinking, problem solving, learning to learn etc. are absent)	Comprehensive (both curricular & co-curricular) and uplifting syllabus is in place	In addition to L4, school has a process in place to review the syllabus every year and make appropriate changes
1.2 Putting in place teaching/lesson plans	No teaching plans in place. Teachers teach using textbook & their past experience	Sketchy teaching plans are in place which do not identify specific learning objectives and/or teaching strategies	Teaching plans in place with specific learning objectives - concepts, skills, values etc. - but do not use effective or engaging teaching strategies	Teaching plans are in place, in line with the syllabus, incorporate appropriate teaching strategies, & engage all students	In addition to L4, school has a process in place to review the teaching plans every year and make appropriate changes
1.3 Putting in place a robust tracking plan of student learning	School carries out end of term & year-end summative assessments which generate marks/grades	School carries out frequent tests (weekly/monthly) - all summative in nature - but calls some of them formative	School is moving towards formative assessments but has a limited view of the process	Robust formative assessment process is in place through - class interaction, class work, homework & specific assessment tasks	In addition to L4, school has a process in place to review the formative assessment plan every year and make appropriate changes
1.4 Ensuring curriculum is completed in the allotted time	No mechanism in place to track curriculum progress. Lot of teaching-learning time is wasted on meaningless activities	End of term curriculum progress tracking is done & corrective action taken. No focus on not wasting teaching-learning time	Monthly review system in place to track curriculum progress & corrective action. School is conscious about not wasting learning time	Weekly review system in place to track curriculum progress & corrective action. All activities are ensured to be meaningful	In addition to L4, school has a process in place to review the tracking system and make appropriate changes in the tracking system & curriculum

2.0 Communication with Parents & Negotiating their Role

Area of Improvement	Level 1	Level 2	Level 3	Level 4	Level 5
2.1 Communicating their child's progress	Only communication is the report card at the end of the year/terms which contains marks/grades	School sends out report cards at the end of the year/terms containing marks/grades & exhorts parents of struggling students to do something	School sends out end of the year/terms report cards containing marks/grades & informs parents of struggling students how school is helping them	School shares qualitative progress report each term describing what student has learnt well, struggles, and how school is supporting the student	In addition to L4, school has a process in place to review the reporting system & makes appropriate changes from time to time
2.2 Letting parents a peep into working of the school	Parents are allowed into the school only when called for	Parents are allowed into the school with prior appointment to meet the principal	Parents are allowed into the school at a given slot any day to meet the principal, coordinator etc.	Parents are encouraged to visit the school, sit in the classroom of their child, and leave their feedback	In addition to L4, school has a process in place to review the system & makes appropriate changes based on feedback from time to time
2.3 Negotiating their role vis-a-vis their child beyond school	School does not communicate its expectations to parents	School communicates to parents to supervise the behaviour of their child, and learning at home	School tells parents to - supervise child's time spend; provide required resources, don't assist in homework, have high expectations, appropriate parenting style etc.	School tells parents to - supervise child's time spend; provide required resources, don't assist in homework, have high expectations, appropriate parenting style etc. & provides training support as required	In addition to L4, school has a process in place to review the system & makes appropriate changes from time to time

3.0 School-wide Orderliness

Area of Improvement	Level 1	Level 2	Level 3	Level 4	Level 5
3.1 Ensuring orderliness inside and outside the classrooms	School is chaotic - both inside and outside the classroom - and this is seen as "normal"	School is reasonably orderly with laid down rules and consequences, which are implemented inconsistently	School is orderly with strict laid down rules and consequences, which are implemented consistently	School is orderly with rules & procedures crafted by students; any "misbehaviour" is seen as a "communication" from student for support	In addition to L4, school has a process in place to review latest research on managing students & makes appropriate changes from time to time
3.2 Putting in place a program of teaching self-discipline to teenagers	School believes that teenagers are "like this only" & nothing can be done about them	School calls parent of students who misbehave and expects them to take care of their child	School knows that parents' intervention is not helping, but does not know how to retrieve the situation	School has a program of teaching self-management & executive functions to students who are getting into their teens to help them self-regulate	In addition to L4, school has a process in place to review latest research on adolescent brain & makes appropriate changes from time to time

4.0 Collegiality & Professionalism among Teachers

Area of Improvement	Level 1	Level 2	Level 3	Level 4	Level 5
4.1 Ensuring collegiality & autonomy within teaching team	Each teacher works as an individual & worries only about her own work; mgmt does not involve them in any decision making for school	There are pockets of team work; mgmt does not involve them in school related decision making etc.	Teachers work in small teams & are encouraged to do so; but management does not involve them in school related decision making	Teachers work as a team; they plan the curriculum in small teams; management involves them in school related decision making, problem solving & planning	In addition to L4, school has a process in place to review the system & makes appropriate changes from time to time
4.2 Putting in place a program for Continuous Professional Development of teachers	School believes that teachers are already trained in their pre-service programs and do not need any further development	School organises a few training programs for teachers, but they are random and do not add up to anything substantial	School has linked training with teaching observation and therefore it is helping; however, it is not taking them deeper	School has put in place a continuous program of professional development (training, professional reading, action research etc.)	In addition to L4, school has a process in place to review the system & makes appropriate changes from time to time

5.0 Teacher Competence

Area of Improvement	Level 1	Level 2	Level 3	Level 4	Level 5
5.1 Ability to manage the classroom to ensure effective learning	Classroom is chaotic; teacher lacks withitness; no ground rules have been laid down for classroom behaviour	Classroom is orderly with teacher imposed rules of behaviour which are strictly enforced; but students pretend to be engaged in learning	Classroom is orderly with teacher-student negotiated rules of behaviour; students appear to be engaged in learning	Classroom is orderly as it is managed with firmness and care; students are engaged in learning & therefore no one is distracted	In addition to L4, school has a process in place to review the system & suggests appropriate changes from time to time
5.2 Ability to use effective teaching strategies	Teachers only know one way of teaching, namely, "telling" - one way communication	Teachers realise that their teaching is not engaging, and are trying to bring more variety in their teaching	Teachers are familiar with some effective teaching strategies but do not know how to string them together to make it impactful	Teachers are familiar with effective teaching strategies, specific to their discipline & which take into account different student interests	In addition to L4, school has a process in place to review the system & suggests appropriate changes from time to time;
5.3 Ability to put together effective lesson/teaching plans	Teachers do not have any lesson plan in place; they only know the topic/unit to be taught & they use past experience to do the teaching	Teachers have some clarity on the learning objectives, and the rest they improvise on the spot	Teachers have a lesson plan in place but it does not address all the learning objectives, formative assessment is not mapped to LOs	Teachers have a well organised teaching plan in place, which they keep on improving every time they use it	In addition to L4, school has a process in place to review the system & suggests appropriate changes from time to time
5.4 Putting in place a process for observing teaching & giving formative feedback	School has no process in place to observe teaching & giving feedback	School has a process to observe every teacher once a year to grade/rate the teacher	School has a process to observe every teacher multiple times but the feedback is summative in nature	School has a process in place, where every teacher is observed regularly by trained in-house observers & given formative feedback	In addition to L4, school has a process in place to review the current system & make appropriate changes from time to time

6.0 Supporting Students who are Lagging Behind

Area of Improvement	Level 1	Level 2	Level 3	Level 4	Level 5
6.1 Putting in place a program for scaffolding students who are lagging	School believes that students who are lagging have low intelligence, and therefore nothing can be done for them	School urges parents to provide support at home, or through tuition classes	School has a remedial program to help students who are lagging, but realises that it is not making much difference	School has put in place Accelerated Learning program for students identified as currently lagging	In addition to L4, school has a process in place to review the program & make appropriate changes from time to time