Thinking Schools Accreditation Portfolio

for

< School Name and Address >

< Date >

< Members of the Drive Team >

Contact Information

Name of School:

Mailing address:

Telephone number:

E-mail address:

Fax Number:

Website:

Head of School:

Telephone number:

E-mail address:

Members of the Portfolio Team:

Name:

E-Mail address:

Name:

E-Mail address:

Name:

E-Mail address:

Name:

E-Mail address:

Name:

E-Mail address:

Please add any additional names and e-mail addresses as necessary.

Table of Contents

School Background Information

Location (urban, suburban, rural):

Grade levels:

Demographics of student population

Number of students:

Ethnicity:

Income Levels:

Gender:

ELL:

Students with Special Learning Needs:

Faculty

Administration by title:

Classroom teachers by grade:

Special area teachers by area:

Support staff by title/responsibility:

Demographics of Surrounding Community

Ethnicity:

Income levels:

School Budget:

Summary of Findings

Introduction

A. Student Centered Thinking (Criteria 1-3)

1. Student Centered Learning: *Students' development as thoughtful, caring, responsible learners is reflected in learning outcomes, attitudes, behavior of pupils, across diverse populations.*

2. Student Fluency: *A high percentage of students are fluent with skills, tools, and models and use them in an integrated manner.*

3. Communicating Learning: *Media/technologies are used by students with thinking models to access, process, and communicate ideas.*

B. Facilitative Leadership (Criteria 4-6)

4. School Leadership Team: A vibrant and highly effective "Drive Team" reflecting support and involvement from key stakeholders in the school community has been developed and is actively engaged.

5. Implementation Plan: *A clearly articulated long-term plan for the introduction of the thinking models and for their growth beyond the accreditation process has been designed and is being actively followed.*

6. Learning Centered Leadership: *The leader incorporates the thinking models in coaching and guiding reflective practice, supporting active, purposeful engagement and collaboration, and for promoting thought-filled decision-making.*

C. Integrated Professional Learning (Criteria 7-9)

7. Professional Development: *Ongoing, systematic professional learning opportunities are provided to develop and support expertise of the thinking models and to sustain their integrated use over time.*

8. Differentiation for Educators: *Teacher and leader skills and practices grow across a variety of teaching and leading styles, content areas, and cultural backgrounds.*

9. Collaborative Inquiry: *Individual and group professional learning opportunities utilize an inquiry approach, incorporate peer learning, and promote reflective decision-making.*

D. Interactive Assessment (Criteria 10-12)

10. Assessment to Inform: *Differentiated forms of both formative and summative assessment are used to inform instructional and learner decision-making.*

11. Reflective Thinking: *Reflective assessment of thinking is an explicit, regular dimension of everyday classroom practice.*

12. Interactive Assessment: *Students, as well as teachers, are actively involved in the assessment processes and opportunities exist for both of them to use these processes to develop as autonomous learners and teachers.*

E. School–Wide Ethos (Criteria 13-15)

13. Whole School Culture: *The organizational structure and visual presentation of the school reflects a positive, caring and creative atmosphere representing all stakeholders.*

14. Collaborative Community: *Regular opportunities, across roles and responsibilities, are designed for school members to discuss and reflect on the teaching and learning experiences related to the development of a thinking school.*

15. Global Networking: *The school actively develops opportunities for collaboration within and beyond the school community, including other schools in the TSI network.*

Conclusions and Next Steps

Appendix

Videos:

Photos:

Audio:

Documents:

Please include all necessary release forms so that artifacts can be shared with other schools in the network and made available through the Thinking Schools Accreditation website.