

Thinking Schools Accreditation Process

• TSAP •




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TSAP • Thinking Schools Accreditation Process

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Thinking Foundation

The mission of the non-profit Thinking Foundation is to support high quality research on cognitive skills development, creativity, and critical reflection—at pre-school, K-12 and college levels in order to transform learning, literacy, teaching and leadership around the world for those with the greatest need.



Go to the Thinking Foundation website to learn more:
www.thinkingfoundation.org

Thinking Schools International

Thinking Foundation provides support and guidance to the network of schools within Thinking Schools International who are interested in pursuing formal accreditation as a Thinking School. Thinking Foundation connects schools seeking accreditation as a Thinking School with an accrediting partner who works with the school to review the 5 Areas for Reflection and the 15 Criteria associated with the process and assists the school in developing a portfolio to represent their progress.



Go to the Thinking Schools International website to learn more:
www.thinkingschoolsinternational.com

TSAP • Thinking Schools Accreditation Process

By engaging the entire school community in a process of self-study, becoming accredited as a Thinking School provides a meaningful opportunity for continuous learning and creates an enduring culture of reflective practice. Over 80 schools have elected to participate in a voluntary accreditation process in order to reflect on, deepen, and sustain their development as a Thinking School. These schools have chosen to use the accreditation process as an opportunity to demonstrate and affirm their commitment to the principles of becoming a Thinking School:

1. All of us as learners have innate abilities to think in a variety of ways as part of our human developmental processes—including brain development—from early childhood through late adulthood.
2. Active Transfer of thinking processes to content learning, interdisciplinary study, and use in different life contexts (work, home, play) are improved when all learners' thinking abilities are developed.
3. Student-centered thinking for learning (learning how to think better while learning new content) is improved when the whole school explicitly and continuously teaches all learners models of thinking for independent and collaborative use.

TSAP • What is the Thinking Schools Accreditation Process?

The Thinking Schools Accreditation Process (TSAP) offers an opportunity for schools to engage in a systematic, collaborative, enquiry process. The framework for accreditation is based on 5 Key Areas for Reflection and 15 Criteria representing the vision of directly facilitating thinking as a foundation for early childhood through adult education and for nurturing all students as global citizens.

Working toward becoming a Thinking School is a developmental process, one that continues to mature and deepen over time. Schools on this journey generally pass through three stages:



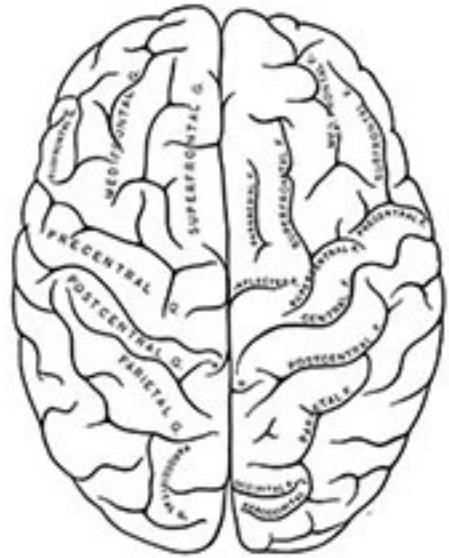
A school might elect to wait until it has progressed through the early stages of development as a Thinking School before it engages in the formal accreditation process. Some schools, however, may be interested in participating in a formative review process in order to have the added benefit of feedback along the way. Participating in a formative review process provides schools with immediate and timely input from accrediting partners that can affirm, energize and guide the school's development as it progresses toward its vision.

The formal Thinking Schools Accreditation Process (TSAP) is an opportunity for schools to engage in a systematic, highly descriptive, enquiry process focused on the 5 Key Areas for Reflection and the 15 Criteria. The 5 Key Areas for Reflection and 15 Criteria provide the guidelines through which a school and its accrediting partner can make determinations regarding the schools development as a Thinking School. The primary purpose of this process is for the school to use the information they generate to continue to inform, guide, and inspire their ongoing development as a thinking school.



TSAP • Why?

The primary purpose for schools to engage in seeking accreditation is to help create an environment of self-study and assessment within each school community. This focus on “reflective practice” is fostered through guidance and feedback from informed “critical friends” on our TSAP team. The process of collecting and reflecting on artifacts like classroom work, videos, and photos practical use of a range of models for thinking becomes a catalyst for continuous improvement. Schools use the information they generate to continue to inform, guide, and inspire their ongoing development.



A second purpose is to network with other schools that have already become accredited and learn from the processes, feedback, outcomes, and insights from educators and students around the world.

A third purpose is based on authentic recognition of learning across a whole school: accreditation as a Thinking School offers each school recognition for making well documented shifts toward student centered learning for global citizenship.

Formal certification and publication of the TSAP Portfolio also offers students, teachers, parents and community members an opportunity for celebrating their efforts and outcomes... and for projecting the school culture forward toward deeper, sustained implementation.

[view a composite example](#)

TSAP • How?

The school community meets to decide whether or not to engage in the Thinking Schools Accreditation Process. This often happens after the school has already begun implementation of their own plan for implementing a Thinking Schools approach. If the decision is to move forward, the school contacts Thinking Foundation and is linked to an accrediting partner who will guide them through the process. There are six basic steps of the process: Initiation; Preparation; Self-Study; Accrediting Partner Review; Action Plan; and Dissemination.

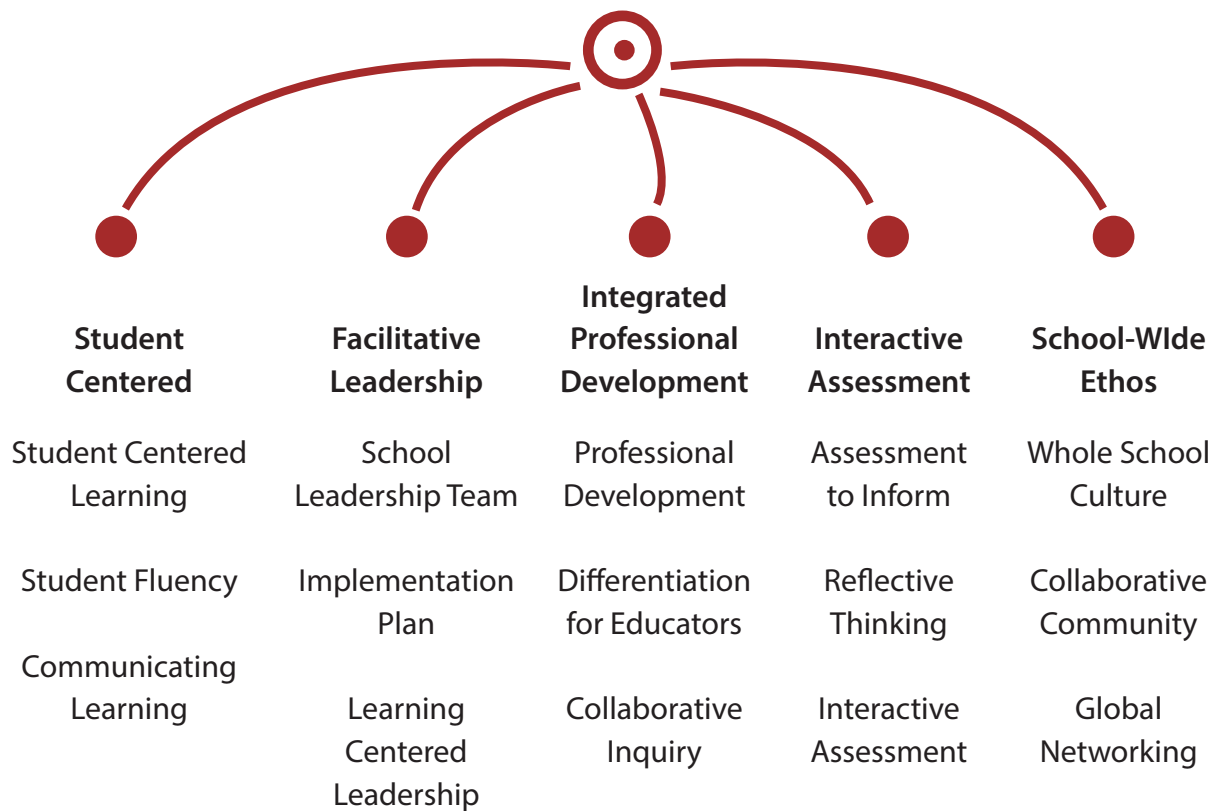


A representative from the accrediting partner meets (in-person or online) with the school’s Drive Team to explain the process, clarify the 5 Key Areas for Reflection and the 15 Criteria, and assist the school in establishing a preliminary timeline for the accreditation process. Requirements for submitting a web-based portfolio of the school’s self-study are explained and any technical support the school needs is discussed.

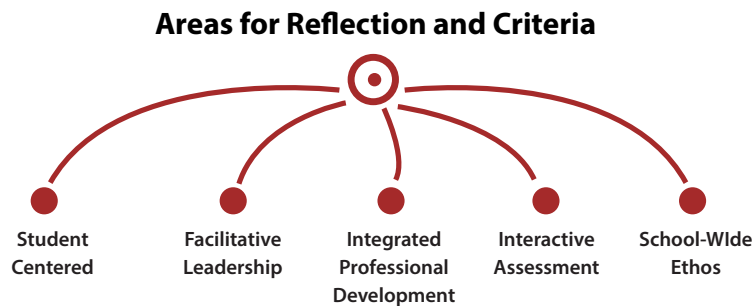
The Five Areas for Reflection and Fifteen Criteria

Schools focus on five areas for reflection as they develop and think about their own transformative design for the journey towards becoming a Thinking School: Student Centered Thinking, Facilitative Leadership, Integrated Professional Learning, Interactive Assessment, School-Wide Ethos. There are 15 basic criteria and related reflective questions associated with these five areas that are used by schools to engage in a process of self-study to assess their progress toward becoming a thinking school. The same 15 criteria and reflective questions are used by an accrediting partner to grant accreditation to schools that have met their own vision and objectives as set forth in their transformative design.

Areas for Reflection and Criteria



The Five Areas for Reflection and Fifteen Criteria



Student Centered

Student Centered Thinking develops life-long, independent and cooperative learning skills including reflective, critical, and creative thinking and the capacity to solve problems and transform information into meaningful knowledge and action.

Guiding Criteria:

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.

• Reflective Questions:

"In what ways do our students demonstrate the impact that the thinking models have had on their development as learners?"

"To what degree are our students able to use the skills, tools, and models fluently and in an integrated manner?"

"How have our students been able to incorporate the thinking models with their use of technology and media?"

The Five Areas for Reflection and Fifteen Criteria



Facilitative Leadership

Facilitative Leadership engages all members of the school community in interactions that promote group and individual learning, informed and thoughtful decisions, and a planned, sustained effort toward a common purpose.

Guiding Criteria:

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.

• Reflective Questions:

“What role has the Drive Team played in leading the school through the Thinking Schools process and how have they been able to engage the entire school community?”

“How does the plan for developing our school as a thinking school reflect a commitment to this process over time and to what degree is it being effectively used to guide decision-making as we move forward?”

“in what ways do the practices of the school leader(s) support and promote reflection, purposeful interactions and thought-filled decision-making for both individuals and groups within the school

Integrated Professional Learning

Integrated Professional Learning provides access to planned, connected and diverse opportunities for continuous learning and growth for individuals and groups within the adult school community in the thinking pathways the school has chosen.

Guiding Criteria

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.

• Reflective Questions:

“In what ways does the professional learning plan support the development of expertise in the thinking models, promote their integrated use, and sustain the work with them over time?”

“How is growth in the skillful use of the thinking models being represented in a variety of teaching and learning styles and evident across all content areas and diverse cultural backgrounds?”

“In what ways has an inquiry approach been used to engage individuals and groups of people in self-directed and collaborative learning processes to improve instruction and deepen the work with the thinking models?”

The Five Areas for Reflection and Fifteen Criteria



Interactive Assessment

Interactive Assessment is a continuous process of reflection on growth and development to inform both learner and instructional decision-making that engages teachers and learners in a variety of formative and summative approaches.

Guiding Criteria:

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.

• Reflective Questions:

“How is a variety of assessment strategies, both formative and summative, being used to inform instructional and learner decision-making and to promote the ongoing development of the school as a thinking school?”

“In what ways has the assessment of thinking been made an explicit, daily part of the schools approach to teaching and learning?”

“How is the use of assessment designed to promote the development of both students and teachers as autonomous, self-reflective learners?”

School-Wide Ethos

School-Wide Ethos reflects the quality of the thought-filled interactions between and among people within the school and the larger educational community and the ways in which all members actively demonstrate respect for each other and the capacity to invite and consider multiple perspectives.

Guiding Criteria:

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.

• Reflective Questions:

“In what ways does the organizational structure of the school and its visual aesthetic support and promote a positive, caring and creative atmosphere and represent all stakeholders in the process?”

“What ongoing formal and informal opportunities have been designed and are actively used by members of the school community across roles and responsibilities to discuss, exchange ideas, and reflect on the teaching and learning experiences related to the development of a thinking school?”

“How has the school promoted collaboration within the school and reached beyond itself to connect with the larger educational community, including other schools within the TSI network?”

Thinking Schools Accreditation Process

Working toward becoming a Thinking School is a developmental process, one that continues to mature and deepen over time. Schools on this journey generally pass through three stages, Level 1—Emerging, Level 2—Integrating, and Level 3—Sustaining.



In the formal accreditation process, a member of the accreditation team certified by Thinking Foundation serves as an Accrediting Partner (AP) for each school. As a school community begins the process, artifacts are collected in the form of videos, photos, audio interviews, surveys, student and adult documents, etc., toward the creation of a school wide TSAP Portfolio. Ultimately, with guidance provided by the AP, the school submits a Thinking Schools Portfolio for review, publication and web based distribution to others in the Thinking Schools Network around the world. Depending on the planning and development of each school, the process may take between 18 months to several years to complete. Advanced accreditation is also offered in order to sustain the evolving practices and vision of each school.

A school might elect to wait until it has progressed through the early stages of development as a Thinking School before it engages in the formal accreditation process. Some schools, however, may be interested in participating in a formative review process in order to have the added benefit of feedback along the way. Participating in a formative review process provides schools with immediate and timely input from accrediting partners that can affirm, energize and guide the school's development as it progresses toward its vision.

Schools in the early stages of the journey, generally Levels 1 & 2, that elect to engage in a formative review process are also required to use the portfolio template to provide information to the accrediting partner. However, the documentation of progress across the 5 Key Areas for Reflection and the 15 Criteria needed for recognition of attainment at this stage is not as extensive as that required in the formal accreditation process. Schools, though, will be asked to also submit a powerpoint presentation, including embedded video, which highlights key features of its development as a Thinking School and its plans for continued growth.

Thinking Schools Accreditation Process

Level 1—Emerging

Schools at this level have formally initiated the process of developing as a Thinking School. A “drive team” has been formed representing a broad spectrum of stakeholders from the school community and an initial plan of action has been designed. Professional learning opportunities have been undertaken to engage the school community in forming its identity as a Thinking School. Professional learning opportunities in specific pathways in student-centered models have also been introduced and these models have begun to be used in the classrooms and the school as a whole. levels DOC.

Level 2—Integrating

At this stage, schools are continuing to refine its practices and use of student-centered models for developing thinking, inquiry-based learning and dispositions associated with successful learners. Evidence of the integrated use of these practices is apparent both in how they are used together and also in the way they have become part of the practices used throughout the school and across roles and ages.

Levels 1 and 2 are the formative stages during which schools are forming their identity as a Thinking School and introducing, expanding and refining their repertoire of practices. Schools at these levels can elect to work with a Reflective Coach (RC) to assist them in moving thoughtfully toward formal accreditation. It is recommended that at each of these two levels, schools work with a Reflective Coach for a minimum of 3 formal contact times during the year. The RC guides schools in the use of the 5 Key Areas for Reflection and the 15 Criteria as the school develops its plan for becoming a Thinking School and designs its approach for documenting its work.

Level 3—Sustaining

Level 3 is the point at which a strong foundation has been established, a clear sense of purpose and intention has become evident in the school, and the structures and processes are in place through which the school can continue to embed, deepen and sustain its efforts. It is at this stage, too, that a school becomes a resource to other schools on their journey of becoming a Thinking School.

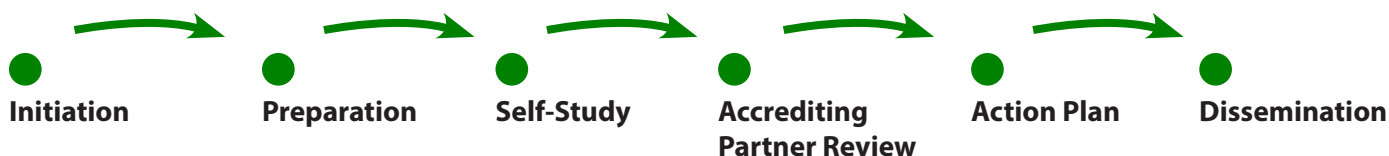
Schools at Level 3, while continuing to grow and develop as a Thinking School, demonstrate a consistent level of attainment across all 5 Key Areas for Reflection and the 15 Criteria associated with those areas.



The Formal Accreditation Process

The formal Thinking Schools Accreditation Process (TSAP) is an opportunity for schools to engage in a systematic, highly descriptive, enquiry process focused on the 5 Key Areas for Reflection and the 15 Criteria. The 5 Key Areas for Reflection and 15 Criteria provide the guidelines through which a school and its accrediting partner can make determinations regarding the schools development as a Thinking School. The primary purpose of this process is for the school to use the information they generate to continue to inform, guide, and inspire their ongoing development as a thinking school. The steps of the process are Initiation; Preparation; Self-Study; Accrediting Partner Review; Action Plan; and Dissemination.

In the formal accreditation process, a member of the accreditation team certified by Thinking Foundation serves as an Accrediting Partner (AP) for each school. As a school community begins the process, artifacts are collected in the form of videos, photos, audio interviews, surveys, student and adult documents, etc., toward the creation of a school wide TSAP Portfolio. Ultimately, with guidance provided by the AP, the school submits a Thinking Schools Portfolio for review, publication and web based distribution to others in the Thinking Schools Network around the world. Depending on the planning and development of each school, the process may take between 18 months to several years to complete. Advanced accreditation is also offered in order to sustain the evolving practices and vision of each school.



The visual sequence above provides an overview of the Thinking Schools Accreditation Process. After a school has made the decision to journey on the path to develop as a Thinking School and formed a Drive Team to lead this effort, the accreditation process can be used to guide and inspire its work and decision-making.

The Formal Accreditation Process

• **Initiation**

The school community meets to decide whether or not to engage in the Thinking Schools Accreditation Process. If the decision is to move forward, the school contacts Thinking Schools International and is connected to an accrediting partner who will guide them through the process.

• **Preparation**

A representative from the accrediting partner meets (in-person or online) with the Drive Team to explain the process, clarify the 15 criteria, and assist the school in establishing a preliminary timeline for the accreditation process. Requirements for submitting a web-based portfolio of the school's self-study is explained and any technical support the school needs is discussed.

• **Self-Study**

The school designs a process for conducting a self-study related to each of the 15 criteria. The organization of this process may vary from one school to the next and will reflect the particular character of each school. As an enquiry process, the use of questions is central to the self-study. Guiding questions are offered for each of the 15 criteria but the school is encouraged to develop additional questions that are specifically relevant to them. The accrediting partner periodically checks in to offer guidance and support and can be contacted, as needed.

• **Accrediting Partner Review**

Following the submission of the school's self-study to the accrediting partner for review, the accrediting partner conducts a site visit or virtual tour of the school, meeting with various members of the school community and touring the school and classrooms. At the completion of the review, exit interviews with the school and the Drive Team are conducted. The accrediting partner reviews the visit and the documentation of the self-study and subsequently issues its determination.

• **Action Plan**

The information from the accrediting process is used by the school to develop or revise its Action Plan. If accreditation is not granted at this time, the accrediting partner meets with the Drive Team to review the findings, make recommendations and offer technical support as needed or requested.

• **Dissemination**

If granted accreditation, a final version of the school's self-study is registered on the Thinking Schools International website and made available to the larger educational community as a web-based portfolio.



Thinking Schools Accreditation Portfolio

Developing an accreditation portfolio provides schools with an opportunity to create a portrait of themselves as a Thinking School at a particular moment in time. Using the 5 Key Areas for Reflection and the 15 Criteria as a guide along with the reflective questions, schools can choose how best to represent their progress on the journey to becoming a Thinking School. The portfolio includes a descriptive narrative that can be supported by a variety of artifacts including, but not limited to, video, photos, documents, and audio samples representative of the school's efforts.

The Portfolio Design (see downloadable pdf below) provides a format for including all the information necessary to present the school for review by the Accrediting Partner. The submission of the Accreditation Portfolio will be the initial phase of the formal review process by the Accrediting Partner. The review will also include interviews (face-to-face or through video conferencing) and school visits (virtual or actual).

When referring to artifacts in the text of your portfolio (for example, <See Video V-1, Students working independently>), please use the following format both in the portfolio text and when including the artifact in the portfolio appendix:

- for video clips: V-1, V-2, V-3, etc.
- for still photos: P-1, P-2, P-3, etc.
- for audio: A-1, A-2, A-3, etc.
- for documents: D-1, D-2, D-3, etc.

Please be sure to include all necessary permissions so that your portfolio can be shared with other schools in the Thinking Schools network and made available on the website.

A portfolio template is available on the Thinking Foundation website:
<http://thinkingfoundation.org/tsa/pdf/TSAccreditationPortfolioTemplate.pdf>

Thinking Foundation Accreditation Faculty

The Thinking Foundation Accreditation Faculty works closely with our Accrediting Partners to support schools in fulfilling their aspiration of developing as a Thinking School. Members of the faculty bring diverse backgrounds and extensive experience in the field of education, working with schools, communities and educational organizations across a wide range of international settings. The Thinking Foundation Accreditation Faculty has an abiding belief in the ability of educators, individually and collectively, to create experiences for learners that are rich in meaning and enduring in their positive impact on the lives people lead.

Members of the Thinking Foundation Accreditation Faculty...

...work as reflective coaches with schools, systems, etc. that have seriously undertaken the process of developing as a Thinking School and are committed to the accreditation process

...conduct formative reviews of schools that are on the path to formal accreditation

...guide schools through the formal accreditation process leading to a determination of their status as a Thinking School

...review portfolio's, audio recordings, videotapes and other artifacts submitted by schools that are engaged in the formal accreditation process

...develop the ability of local accrediting partners (primarily universities) to conduct the accrediting process as designed by Thinking Foundation

For more information on the faculty including their bios, please go to the Thinking Foundation website:
<http://thinkingfoundation.org/tsa/TSAP-faculty.html>

Using Rubrics as Guides for Determining Accreditation Status

The 5 Key Areas for Reflection and the 15 Criteria associated with them help focus a school's attention on the indicators for determining where they are in the journey of developing as a thinking school. The use of the rubrics below—the Comprehensive



Rubric and the Summary Rubric, provides an opportunity for the school and the accrediting partner to organize the information in the portfolio and make a clear determination of progress. With the clarity gained from this process, schools are able to make informed decisions about the future direction of their journey, the priorities they need to set, and the actions they need to undertake.

Rubrics For Scoring Each Of The 5 Criteria

Student Centered

	Emerging	Developing	Target	Exceptional
Student Centered Learning	Some (10-49%) students are starting to demonstrate a shift in attitudes and behavior toward more thoughtful, caring, responsible learners as measured by (surveys and supported by observations and/or interview/ focus groups and/ or examination of learning outcomes)	Many (50-84%) students demonstrate a shift toward becoming more thoughtful, caring, responsible learners	The vast majority of (percentage 85-90%) students' development as thoughtful, caring, responsible learners is reflected in learning outcomes (analysis of lesson plans and portfolio artifacts), attitudes, behavior of pupils, across diverse populations (affective surveys).	Nearly all students demonstrate development as thoughtful caring, responsible learners as reflected in learning outcomes, attitudes, behavior of pupils, across diverse populations.
Student Fluency	Some (10-49%) students are learning to become fluent with the skills, tools and models	Many (50-84%) students are demonstrating fluency with skills, tools, and models and use them in an integrated manner.	The vast majority (e.g.85-90%) of students are demonstrating fluency with skills, tools, and models and uses them in an integrated manner (portfolio evidence of student work, videos, survey questions).	Nearly all (e.g., 91-100%) students are demonstrating fluency with skills, tools, and models and use them in an integrated manner.
Communicating Learning	Some (10-49%) students are learning how to use media/ technologies with thinking models to access, process, and communicate ideas.	Many (50-84%) students are starting to use media/ technologies with thinking models to access, process, and communicate ideas.	The vast majority (e.g.85-90%) of students are using media/technologies with thinking models to access, process, and communicate ideas.	Nearly all (e.g., 91-100%) students are starting to use media/technologies with thinking models to access, process, and communicate ideas.

Using Rubrics as Guides for Determining Accreditation Status

Facilitative Leadership

	Emerging	Developing	Target	Exceptional
School Leadership Team	"Drive team" starting process of implementation and beginning to seek involvement from key stakeholders	"Drive team" using some support and involvement from key stakeholders in the school community	A vibrant and highly effective "Drive Team" reflecting support and involvement from nearly all-key stakeholders in the school community has been developed and is actively engaged.	A vibrant and highly effective "Drive Team" reflecting support and involvement from all key stakeholders in the school community has been developed and is actively engaged and has been functioning effectively (as measured by surveys, focus groups, observations, assessments, self assessment/ reports).
Implementation Plan	A clearly articulated long-term plan for the introduction of thinking models and for their growth beyond accreditation is being designed	A clearly articulated long-term plan for the introduction of thinking models and for their growth beyond accreditation has been designed and is in the early stages of implementation	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 by the majority of (50-80%) members of the school community.	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 by nearly all (81-100%) members of the school community as determined by self-reports/assessments, observations, focus groups, surveys etc..
Learning Centered Leadership	The school-wide leader (s) are beginning to demonstrate the use of thinking models in coaching and guiding reflective practice, support active, purposeful engagement and collaboration, and for promoting thought-filled decision-making in some preliminary work with constituents.	The school-wide leader(s) demonstrate the use of the thinking models in coaching and guiding reflective practice, supporting active, purposeful engagement and collaboration, and for promoting thought-filled decision-making in some work with constituents.	The school-wide leader(s) demonstrate the use of the thinking models in coaching and guiding reflective practice, supporting active, purposeful engagement and collaboration, and for promoting thought-filled decision-making in most work with constituents.	The school-wide leader(s) demonstrate the use of the thinking models in coaching and guiding reflective practice, supporting active, purposeful engagement and collaboration, and for promoting thought-filled decision-making in nearly all work with constituents.

Using Rubrics as Guides for Determining Accreditation Status

Integrated Professional Learning

	Emerging	Developing	Target	Exceptional
Professional Development	Ongoing, systematic professional learning opportunities are being planned to support expertise of the thinking models with thought given to how to sustain their integrated use over time.	Ongoing, systematic professional learning opportunities are starting to be provided to professionals that are beginning to develop and support expertise of the thinking models	Ongoing, systematic professional learning opportunities are regularly provided to develop and support expertise of the thinking models and to sustain their integrated use over time.	Ongoing, systematic professional learning opportunities are regularly provided to develop and support expertise of the thinking models and have demonstrated that these professional learning opportunities are being sustained over time.
Differentiation for Educators	Teacher and leader skills and practices have begun a well-developed plan for growth across a variety of teaching and leading styles, content areas, and cultural backgrounds and have a well-articulated plan for active implementation.	Teacher and leader skills and practices have established a well-developed plan for growth across a variety of teaching and leading styles, content areas, and cultural backgrounds and have begun active implementation.	Teacher and leader skills and practices, based upon well developed plans, have grown across a variety of teaching and leading styles, content areas, and cultural backgrounds.	Teacher and leader skills and practices, based upon well developed plans, have shown consistent growth across a variety of teaching and leading styles, content areas, and cultural backgrounds.
Collaborative Inquiry	Plans are in place (or discussions evolving) for individual and group professional learning opportunities utilizing an inquiry approach, incorporating peer learning, and promoting reflective decision-making.	Individual and group professional learning opportunities utilizing an inquiry approach, incorporating peer learning, and promoting reflective decision-making are starting to be used in a variety of settings.	Individual and group professional learning opportunities utilize an inquiry approach, incorporate peer learning, and promote reflective decision-making for most decisions.	Individual and group professional learning opportunities utilize an inquiry approach, incorporate peer learning, and promote reflective decision-making and have had ongoing/sustained demonstrated success.

Using Rubrics as Guides for Determining Accreditation Status

Interactive Assessment

	Emerging	Developing	Target	Exceptional
Assessment to inform	Discussions are evolving about realistic ways to implement differentiated formative and summative assessment that will inform instructional and learner decision-making	Differentiated forms of both (or either) formative and summative assessment are being used to inform many (50-84%) instructional and learner decision-making	Differentiated forms of both formative and summative assessment are used to inform the vast majority of (e.g.85-90%) instructional and learner decision-making.	Differentiated forms of both formative and summative assessment are used to inform nearly all (91-100%) instructional and learner decision-making.
Reflective Thinking	Reflective assessment of thinking is emerging as a regular dimension of classroom practice	Reflective assessment of thinking is an explicit, regular dimension of many (50-84%) classroom practices.	Reflective assessment of thinking is an explicit, regular dimension of the vast majority (e.g.85-90%) everyday classroom practice.	Reflective assessment of thinking is an explicit, regular and assessed dimension of nearly all (91-100%) everyday classroom practice that is found to be effectively conducted.
Interactive Assessment	Discussions are evolving about ways to include the voices of all teachers and students in the assessment process.	Students, as well as teachers, are starting to become actively involved in the assessment processes and opportunities exist for both of them to use these processes to develop as autonomous learners and teachers.	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.	All members of the school community are actively involved in the assessment processes and opportunities exist for all of them to use these processes to develop autonomous learners and teachers and administrators.

Using Rubrics as Guides for Determining Accreditation Status

School-Wide Ethos

	Emerging	Developing	Target	Exceptional
Organization and atmosphere	Discussions are evolving to develop the organizational structure and visual presentation of the school so that it reflects a positive, caring and creative atmosphere representing stakeholders.	The organizational structure and visual presentation of the school reflects a positive, caring and creative atmosphere representing many of the stakeholders is starting to emerge based on discussions incorporating multiple perspectives	The organizational structure and visual presentation of the school reflects a positive, caring and creative atmosphere representing all stakeholders.	The organizational structure and visual presentation of the school reflects a positive, caring and creative atmosphere representing all stakeholders that is fully embraced and actively pursued
Opportunities for responsibility and reflection	Discussions about how to effectively create 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 are evolving.	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 are starting to become available to stakeholders.	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.	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 and are rated by participants as effective and important.
Collaboration within the school and with TSI network	Discussions on ways to create opportunities for collaboration within and beyond the school community, including other schools in the TSI network are evolving.	The school is developing opportunities for collaboration within and beyond the school community, including other schools in the TSI network.	The school actively develops opportunities for collaboration within and beyond the school community, including other schools in the TSI network.	The school actively develops opportunities for collaboration within and beyond the school community, including other schools in the TSI network—serving as a leader among the TSI school network and writing up findings to share with others.

Using Rubrics as Guides for Determining Accreditation Status

Summary Rubric For Scoring Each Of The 5 Criteria

	Emerging	Developing	Target	Exceptional
Student Centered	School meets one of the three criteria	School meets 2 of the three criteria	School meets all three of the guiding criteria	School meets all three of the guiding criteria in an exceptional and/or model way
Facilitative Leadership	School meets one of the three criteria	School meets 2 of the three criteria	School meets all three of the guiding criteria	School meets all three of the guiding criteria in an exceptional and/or model way
Integrated Professional Learning	School meets one of the three criteria	School meets 2 of the three criteria	School meets all three of the guiding criteria	School meets all three of the guiding criteria in an exceptional and/or model way
Interactive Assessment	School meets one of the three criteria	School meets 2 of the three criteria	School meets all three of the guiding criteria	School meets all three of the guiding criteria in an exceptional and/or model way
School-Wide Ethos	School meets one of the three criteria	School meets 2 of the three criteria	School meets all three of the guiding criteria	School meets all three of the guiding criteria in an exceptional and/or model way
Total score	School meets one of the three criteria	School meets 2 of the three criteria	School meets all three of the guiding criteria	School meets all three of the guiding criteria in an exceptional and/or model way