

# Tennessee Department of Education



## Exemplary Practices in Alternative Education

### Alternative Education Program Model/ Self Assessment Instrument

*Under each standard indicate whether the objective was met, some progress was made, needs improvement or the indicator was not met. Total all the objectives that were successfully met in the space provided.*

#### Standard 1.0: Mission

*An exemplary alternative education program operates with a clearly stated mission, a formal set of standards, and a plan for program improvement.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
<b>1.1</b>	The mission describes the reason for the program and the students to be served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.2</b>	The mission has a unifying theme that invokes high levels of staff support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.3</b>	Student success is central to the mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.4</b>	The program's goals and objectives provide for continual program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.5</b>	The mission, goals, and expected outcomes are documented, published, and clearly visible to staff, students, and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Indicators Met:</b>					
<b>Comments:</b>					

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#### Standard 2.0: Program Environment

*An exemplary alternative education program provides a safe, positive, and nurturing environment which is conducive to learning.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
<b>2.1</b>	The program provides a written code of conduct which is clearly understood, accepted, and consistently applied to all students (e.g. level system or similar behavior support mechanisms).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.2</b>	The program operates under a policies and procedures manual that is approved by the local board of education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.3</b>	The program is housed in a safe, well-maintained, and accessible physical environment that supports optimal student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.4</b>	The program has a detailed safety plan that has been distributed and practiced to ensure the security and good health of students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.5</b>	The program demonstrates an understanding and sensitivity to academic, cultural, social, behavioral, and developmental needs of students, parents, and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.6</b>	There is an atmosphere of mutual respect among program staff, students, parents, and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.7</b>	Staff communicates high expectations for students' academic performance and overall behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.8</b>	Students have a role in shaping the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.9</b>	There is a low student to teacher ratio (1:12) with a teaching assistant for each certified staff person and classes not exceeding 12 students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Standard 3.0: Governance

*An exemplary alternative education program operates under an Advisory Board comprised of staff, parents, students and community representatives who provide leadership and support in developing and communicating the program’s mission, standards, and planning for continuous improvement.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
<b>3.1</b>	The program has an Advisory Board consisting of faculty members, parents, students, community representatives, and other district personnel who meet on a regular basis during the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.2</b>	The Advisory Board makes recommendations to the program administrator on its mission, written policies, and procedures to ensure continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.3</b>	The program administrator empowers the Advisory Board to help accomplish the shared vision and goals of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.4</b>	The Advisory Board is directly involved in program activities and the Board rallies community support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.5</b>	Board members have ownership in the overall success of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Standard 4.0: Transitional Planning

*An exemplary alternative education program implements a transitional plan for students entering and exiting the program which ensures the likelihood of student success.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
<b>4.1</b>	The program has a Screening Committee to ensure that the alternative placement is most appropriate for the student's specific educational, behavioral, and social needs (individual student, individual placement decision).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.2</b>	The program provides a written transitional plan from pre-entry through post-exit for every student in attendance which includes the following: an orientation which consists of rapport building, assessment of the student, IEP review, short and long-term goal setting, development of an individualized learner plan, and other mechanisms designed to orient the student to the alternative education setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.3</b>	Transitional plans afford students the opportunity to maintain and accelerate their current progress toward graduation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.4</b>	A Student Support Team is established that consists of educators from the school of origin, educators from the alternative education program, the student, and parent(s) who are directly involved in all aspects of the transitional process including drafting, implementing, monitoring, and periodically modifying the transitional plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.5</b>	The Student Support Team assesses and matches needs to services to ensure the following: early interventions are developed to minimize the number and length of alternative education placements, social readiness is assessed before returning to the school of origin, continuance of required services are provided to meet the educational needs of students with disabilities, and limited English proficiency and/or significant skill deficiencies are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.6</b>	Within the bounds of FERPA (Family Educational Rights and Privacy Act), information sharing ( <i>availability of pertinent records</i> *) takes place between the school of origin, and/or Department of Children's Services, and/or juvenile correctional center, and/or local juvenile treatment centers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>4.7</b>	When appropriate, students in alternative education programs are provided with various opportunities to develop and maintain supportive links to the school of origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.8</b>	Prior to a student's entrance and exit from an alternative education program, transitional services are coordinated with the school of origin, alternative education program, the student, and parents to ensure a successful return.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.9</b>	Transition services are routinely evaluated to determine the program's effectiveness in promoting the return and continued success of students in the traditional school program (including follow-up visits with past participants).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Indicators Met:</b>					
<b>Comments:</b>					
<b>*Copies of the school enrollment letter, birth certificate, social security card, immunization records, report cards, transcripts, TCAP/ Gateway scores, attendance records, discipline records, special education file and IEP (if applicable), current health treatments and medications needed during school hours are given to the alternative education program</b>					

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#### Standard 5.0: Support Services

*An exemplary alternative education program embodies a sound set of support mechanisms that contribute to optimal student development.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
<b>5.1</b>	The program provides a comprehensive student assistance program that includes referrals to community agencies as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.2</b>	Relationships are established to support the academic, physical and mental health needs of the students enrolled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.3</b>	The program provides guidance, tutoring, and counseling to promote student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.4</b>	The program offers a broad range of weekly individual and/or group counseling sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.5</b>	The program utilizes researched based dropout prevention strategies and character building programs (e.g. conflict resolution, mentoring programs, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5.6</b>	The program provides the appropriate services to meet the educational needs of students with disabilities, limited English proficiency, and/or significant skill deficiencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Standard 6.0: Parent/ Community Engagement

*An exemplary alternative education program strives to establish collaborative partnerships with the community and parents to nourish a system of shared responsibility for enrolled students.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
<b>6.1</b>	Administration ensures that effective communication and interaction take place between parents and school personnel including being continually notified of their child's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.2</b>	The program affords opportunities for parents to be included and supported in the development of their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.3</b>	Parents are involved in drafting, developing and implementing the student's individualized learner plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.4</b>	Parents receive personal contacts and/or training regarding techniques and strategies that help their child achieve maximum learning and personal success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.5</b>	Parents help evaluate the effectiveness of the program and provide feedback and suggestions to improve the quality of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.6</b>	School leadership involves the community through partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.7</b>	Partnerships are designed to support and enrich the school's learning environment by including the community as an educational resource (e.g. providing a community sponsored mentor program and/or service learning program).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.8</b>	Partnerships exist with community service organizations, public agencies, cultural groups, industry, and business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.9</b>	There is a strong collaboration with law enforcement, the juvenile justice system, juvenile treatment centers and other youth oriented organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.10</b>	There is a collaborative process based on open communication and shared responsibility which links the home, school, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Standard 7.0: Staffing and Professional Development

*An exemplary alternative education program is staffed with effective, innovative, and qualified staff. Furthermore, the program has ongoing, relevant professional development to ensure both teacher and student success.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
7.1	The alternative education program employs enthusiastic, energetic, and innovative teachers who demonstrate multiple teaching styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Teachers for the program are highly qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	The staff understands and practices the concept of facilitative learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	The diversity of the staff mirrors the diversity of the student body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	The school district provides a sufficient number of trained teaching assistants, school counselors, and other appropriate support individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6	The experience of the faculty mirrors the experience of the school district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7	Surveys of program content and staff development needs are distributed to establish both short and long-term professional development plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8	Staff members participate in professional development opportunities that facilitate personal and professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.9	Sufficient resources, such as time and substitutes, allow staff to participate in workshops, conferences, and seminars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.10	Administration ensures that ongoing professional development helps build staff's capacity through the use of research based strategies and ensures that learned techniques are implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Standard 8.0: Individualized Learner Plans

*An exemplary alternative education program individualizes the student's curriculum and instruction using a learner plan to engage and challenge the student.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
<b>8.1</b>	The program uses available resources to develop a learner plan based on the student's differentiated (remedial or accelerated) needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.2</b>	The Student Support Team is actively involved in forming and monitoring the student's progress on the learner plan and provides the support necessary for achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.3</b>	The learner plan reviews current credit attainment and ensures that the student is making adequate progress toward graduation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.4</b>	Teachers use individual student data in making instructional decisions and developing the learner plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.5</b>	Plans incorporate goals for documenting and changing negative behavior patterns which may have impeded the student's success (e.g. absences, suspension, tardiness, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.6</b>	The learner plan should address required services to meet the educational needs of students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.7</b>	Plans should integrate the student's 4-year graduation plan, as well as post secondary planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Standard 9.0: Life Skills

*An exemplary alternative education program integrates life skills development into the curriculum and instructional program.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
<b>9.1</b>	The program utilizes available resources to address the specific life skill needs of participants (e.g. career exploration, citizenship, conflict resolution, decision making skills, job shadowing, problem solving skills, public speaking, social skills, teamwork, time management, work readiness, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9.2</b>	Students have opportunities to put relevant life skills into action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9.3</b>	Instruction includes self assessment paired with short and long term goal setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9.4</b>	Curricula address constructive criticism and how to properly react.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9.5</b>	Students have the opportunity to engage in service learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Standard 10.0: Curriculum and Instruction

*An exemplary alternative education program utilizes Tennessee’s state standards, incorporates innovative teaching strategies, delivers research-based instructional techniques, and provides the resources necessary to foster student learning and achievement.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
<b>10.1</b>	All students have access to the academic core curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.2</b>	Teachers use Tennessee’s standard core course of study to facilitate instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.3</b>	Students in the alternative education program are afforded instructional opportunities that mirror the quality and frequency of the school of origin, as well as opportunities for remedial or accelerated instruction based on the student’s individual needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.4</b>	Formal and informal assessments document students’ progress toward completion of the individualized learner plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.5</b>	Differentiated instruction is provided to accommodate students’ various learning styles and recognizes multiple intelligences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.6</b>	Assessment results are utilized to determine programming changes and allows the student to monitor his/her own learning and progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.7</b>	Instructors collaborate with other teachers and the school of origin to enhance teaching strategies and close learning gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.8</b>	Group delivery systems are used to support collaboration and teamwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.9</b>	Instruction meets the learning style needs of each student and includes opportunities for hands-on, project oriented (experiential) activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.10</b>	Instructional strategies are aligned with the goals and expectations of the students’ individualized learner plan(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.11</b>	Teaching across all curricula is employed by instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.12</b>	Distance learning is utilized when appropriate (e.g. e4TN, GED +2, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.13</b>	Technology is embedded in the curricula delivery process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.14</b>	The curriculum is supported by access to a balance of up-to-date and well-maintained collection of textbooks, library media, technology, software and other instructional supplies and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The program has ensured that the curriculum is implemented, supported and				

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<b>10.15</b>	accessible for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Standard 11.0: Student Assessment

*An exemplary alternative education program routinely assesses students' progress and adjusts instruction accordingly.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
<b>11.1</b>	The purpose of assessments are clearly defined and communicated to students, staff, and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11.2</b>	Teachers use formative and summative assessment tools that are frequent, rigorous, and aligned with curriculum and instruction to track student performance and progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11.3</b>	Teachers use assessments to analyze student work and identify achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11.4</b>	Assessment, curriculum, and instruction are directly linked to planning for and accommodating a variety of learning styles and multiple intelligences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11.5</b>	Valid and reliable assessments are aligned with district-wide measures to identify student progress as prescribed by the State of Tennessee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11.6</b>	Results of assessments are used to inform the students and parent(s) of progress, guide the individualized learner plan, and modify the instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Standard 12.0: Monitoring and Program Assessment

*An exemplary alternative education program systematically conducts program evaluations while using that data for continuous improvement.*

		Indicator Met	Some Progress	Needs Improvement	Indicator Not Met
<b>12.1</b>	The school district routinely conducts evaluations to determine progress toward the program’s mission, standards, and plan for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.2</b>	Program evaluations include a review of student achievement data (e.g. TCAP test scores, course grades, drop-out data, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.3</b>	Program evaluations include a review of student behavioral progress (e.g. discipline data, recidivism rates, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.4</b>	Program evaluations are used to develop or update the plan for program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.5</b>	The school district makes use of strategic long-range planning to continuously improve alternative education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12.6</b>	The school system uses an external evaluator to examine attainment of exemplary practices in alternative education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total Indicators Met:</b>					
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