

School Year 2014-2015 Monitoring Checklist
Local Implementation of the Indiana Academic Standards
for English/Language Arts & Mathematics (IAS 2014)

School Name: _____

City: _____

Date of Monitoring: _____

IDOE Staff Member: _____

Evidence Type	Evidence
<p>Communications and information sharing with teachers and administrators about the IAS (2014).</p> <p>For example, but not limited to:</p> <ul style="list-style-type: none"> • email communications; • paper communications; and • Staff meeting registrations, agendas, content, and sign-in/attendance sheets 	<p><input type="checkbox"/> Written documentation</p> <p><input type="checkbox"/> Verbal explanation</p> <p><input type="checkbox"/> None</p>
<p>Pursuant to IC 20-26-12-24 and 511 IAC 6.1-5, implementation of locally-developed curriculum and instruction in compliance with the IAS (2014).</p> <p>For example, but not limited to:</p> <ul style="list-style-type: none"> • curriculum mapping; • pacing guides; • instructional shifts; • lesson plan alignment; • text complexity analysis; and • school/school corporation reading lists 	<p><input type="checkbox"/> Written documentation</p> <p><input type="checkbox"/> Verbal explanation</p> <p><input type="checkbox"/> None</p>
<p>Individual and/or collaborative review of IDOE standards-related resources.</p> <p>For example, but not limited to:</p> <ul style="list-style-type: none"> • correlation documents; • mathematics examples; • IDOE recommended reading list; • alignment documents ; • content framework development tool; • educator’s toolkit; and 	<p><input type="checkbox"/> Written documentation</p> <p><input type="checkbox"/> Verbal explanation</p> <p><input type="checkbox"/> None</p>

<ul style="list-style-type: none"> • instructional and assessment guidance 	
<p>Teacher and administrator participation in local, regional, or IDOE-hosted PD or training on the IAS (2014).</p> <p>For example, but not limited to:</p> <ul style="list-style-type: none"> • registration forms; • agendas; • content (PowerPoint slides, handouts, etc.); • PGP certificates; and • sign-in/attendance sheets 	<input type="checkbox"/> Written documentation <input type="checkbox"/> Verbal explanation <input type="checkbox"/> None
<p>Teacher and administrator efforts to ensure special populations students and their families</p> <ul style="list-style-type: none"> • EL students, • students with disabilities, and • high ability students) <p>have access to the IAS (2014) and appropriate assessments (ISTEP+, ECAs, Acuity, NCSC, and WIDA).</p>	<input type="checkbox"/> Written documentation <input type="checkbox"/> Verbal explanation <input type="checkbox"/> None
<p>Communications to families of K-12 students about the IAS (2014).</p> <p>For example, but not limited to:</p> <ul style="list-style-type: none"> • email communications; • paper communications; and • parent/guardian meeting registrations, agendas, content, and sign-in/attendance sheets 	<input type="checkbox"/> Written documentation <input type="checkbox"/> Verbal explanation <input type="checkbox"/> None
<p>Communications from corporation test coordinators to administrators, teachers, staff about changes to statewide assessments aligned to the new IAS (2014) (ISTEP+, ECAs, Acuity, NCSC, and WIDA).</p> <p>For example, but not limited to:</p> <ul style="list-style-type: none"> • email communications; • paper communications; and • meeting registrations, agendas, content, and sign-in/attendance sheets 	<input type="checkbox"/> Written documentation <input type="checkbox"/> Verbal explanation <input type="checkbox"/> None
<p>Communications from school</p>	

<p>corporations/schools to parents about changes to statewide assessments aligned to the new IAS (2014) (ISTEP+, ECAs, Acuity, NCSC, and WIDA).</p> <p>For example, but not limited to:</p> <ul style="list-style-type: none"> • email communications; • paper communications; and • parent/guardian meeting registration, agendas, content, and sign in/attendance sheets 	<p><input type="checkbox"/> Written documentation</p> <p><input type="checkbox"/> Verbal explanation</p> <p><input type="checkbox"/> None</p>
<p>Engagement by administrators and teachers in one or more of IDOE’s online Communities of Practice.</p> <p>For example, but not limited to:</p> <ul style="list-style-type: none"> • membership in one or more community of practice; • posting comments, recommendations, best practices, or resources in one or more community or practice; and • monitoring and/or usage of information, resources, instructional shifts, or classroom strategies posted in one or more community of practice. 	<p><input type="checkbox"/> Written documentation</p> <p><input type="checkbox"/> Verbal explanation</p> <p><input type="checkbox"/> None</p>

What additional resources from IDOE would be helpful in assisting you with standards and/or assessment transition?
