

# Implementation Guide

## The Ohio Community Collaboration Model for School Improvement

### Appendix A Design Principles Self Assessment

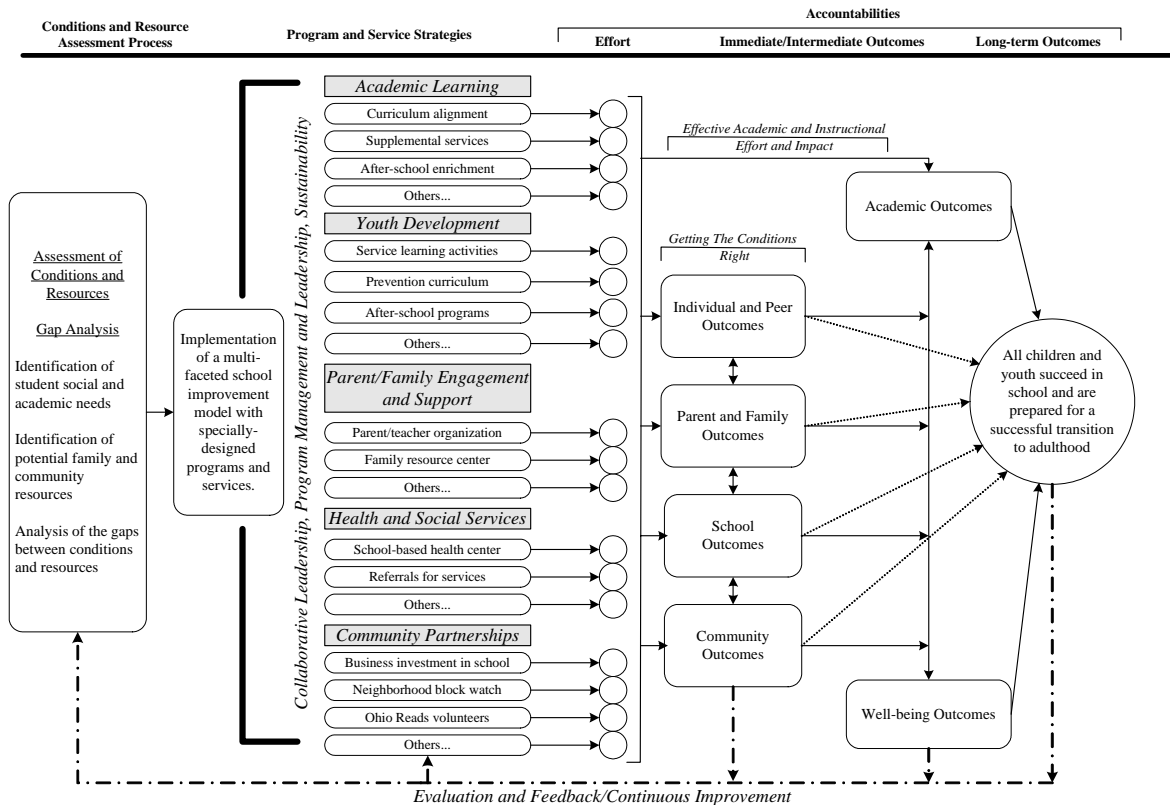
Anderson-Butcher, D., Lawson, H., Bean, J., Boone, B., Kwiatkowski, A., et al. (2004).  
Implementation guide: The Ohio Community Collaboration Model (OCCM) for school  
improvement. Columbus, OH: The Ohio Department of Education.

This appendix is extracted from the Ohio Department of Education’s Implementation Guide for the Community Collaboration Model for School Improvement (OCCMSI). While this appendix’s focus is an important part of school improvement, readers are encouraged to review the entire Community Collaboration Model to learn about other important parts; and also to learn how the “whole” (the model) is more than the sum of these parts.

This appendix, like the implementation guide, is designed to be disseminated and used. Readers should feel free to make as many copies as needed. However, the authors and the Ohio Department of Education request that you keep the reference citation on every copy. Please site this appendix and the overall guide in the following way:

Anderson-Butcher, D., Lawson, H., Bean, J., Boone, B., Kwiatkoski, A., et al. (2004). *Implementation guide: The Ohio Community Collaboration Model for school improvement*. Columbus, OH: The Ohio Department of Education.

If you have any questions about the OCCMSI or wish to receive a complete copy of the Implementation Guide, please contact Amber Kwiatkowski at 614-466-9540 or [Amber.Kwiatkowski@ode.state.oh.us](mailto:Amber.Kwiatkowski@ode.state.oh.us).



## ***Table of Contents***

Chapter 1:	Introduction
Chapter 2:	Conditions and Resources Assessment
Chapter 3:	Collaboration and Collaborative Leadership
Chapter 4:	Designing Successful Programs and Services
Chapter 5:	Academic Learning
Chapter 6:	Youth Development
Chapter 7:	Family Engagement and Support
Chapter 8:	Health and Social Services
Chapter 9:	Community Partnerships
Chapter 10:	Evaluation
Chapter 11:	Planning for Sustainability
Chapter 12:	Conclusion
Appendix A	Design Principles Self Assessment
Appendix B	Resources

## ***Community Collaboration Model for School Improvement Design Principles Self Assessment***

This self-assessment is intended to provide school communities with a tool for determining the overall quality of their collaboration efforts. School communities may use this self assessment as a check on their current programming, and an indicator of how to improve programming. Each design principle is a key element of effective programming supported by research, and a good way to judge the quality of the activities, practices, processes and services of your school community. The specific design principles of a collaborative school community are grouped under four program areas: academic learning, youth development, family engagement and support, and health and social services.

To complete this assessment, reflect on each design principle in respect to each of the three questions. Use the full descriptions of each principle written in the chapters. Place a check in the box which best represents your response for each question. In the space provided, note special concerns, examples, ideas or explanations of your choices.

Before you get started on this self assessment, we want to highlight the overall research-supported *design principles and strategies* for successful, results-oriented programs. You will see a table similar to the one below in several of the programming chapters in this toolkit. These overall principles are for guiding all programs, while the self-assessment focuses on specific principles and strategies for each program area.

***Check list of overarching design principles and strategies for successful programs***

- Program is designed to create intended results
- The logic behind the program makes sense as the services link to outcomes
- Program uses multiple strategies to accomplish its goals (comprehensive)
- Program is evaluation-driven and continuously improved upon
- Program is research-supported and theoretically-sound
- A variety of teaching and learning strategies are used
- There is sufficient dosage
- The program is implemented the way it was originally designed
- Staff are well-trained in the program design
- Participants have a “say so” in how the program is structured and implemented
- Program is tailored to meet individual needs
- Program is appropriately timed and located
- Program is implemented in culturally competent ways
- Program is family-centered and -supportive
- Strategies foster self-determination and personal control
- Participants are empowered
- Participants’ strengths are built upon in the program
- Positive relationships and bonding are created
- Program activities are enjoyable and meaningful to participants
- Staff are engaging

Design Principle/Strategy	To what extent do we incorporate this strategy or design principle into our practice?					To what extent do we believe addressing this design principle or strategy will make a positive impact on student learning or well-being?					What level of effort will it take to put this design principle or strategy into practice?					Examples
	Never		Sometimes		Always	No Impact		Some		A lot of impact	No effort		Some effort		A lot of effort	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>Academic Learning</b>																
Federal and State Standards																
Assessment																
Focus on Academic Learning and Achievement																
Continuous Improvement																
Effective, Research Supported Strategies																
Curriculum																
Quality Instruction																
Achievement Expectations																
Collaborative Leadership																
Effective Professional Development																
Qualified Staff																
Readiness, Fit, and Commitment																
Adequate and Effective Resources																
Cultural Responsiveness																
Collegiality and Teacher Support																
Family Involvement																
Community Involvement																
<b>Teaching and Instruction</b>																
Learning Opportunities and Exposure																
Practice and Application																
Student Motivation																

Students' Background and Knowledge																
Expectations for Students																
Teacher Qualities																
Teaching and instructional Methods																
Mastery Learning and Targeted Intervention																
Classroom Curriculum Design																
Coherent Sequencing and Pacing of Content																
Establishing Learning Orientations																
Scaffolding																
Thoughtful Discourse																
Feedback																
Classroom Management																
Use of Others																
Cooperative Learning																
Notes																

Design Principle/Strategy	To what extent do our youth development practices reflect this design principle?					To what extent do we believe addressing this design principle will improve the effectiveness of our youth development practices?					What level of effort will it take to put this design principle into practice?					Examples
	Never		Sometimes		Always	No Impact		Some		A lot of impact	No effort		Some effort		A lot of effort	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>Youth Development</b>																
1. Relationships																
2. Belonging																
3. Pro-social norms																
4. Cognitive competence																
5. Social and self-regulatory skills																
6. Behavioral competence																
7. Moral competence																
8. Self-determination																
9. Beliefs in the future																
10. Identity																
11. Spirituality																
12. Mattering																
13. Resilience																
14. Recognizes and reinforces positives																
15. Physical and psychological safety																
16. Opportunities																
17. Structure																
18. Integrated efforts																
19. Fun and enjoyable																
20. Outcomes oriented																
Notes																



Design Principle/Strategy	To what extent do our family engagement and support practices reflect this design principle?					To what extent do we believe addressing this design principle will improve the effectiveness of our family engagement and support?					What level of effort will it take to put this design principle into practice?					Examples
	Never		Sometimes		Always	No Impact		Some		A lot of impact	No effort		Some effort		A lot of effort	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>Family Engagement &amp; Support</b>																
1. Results-oriented																
2. Whole family orientation																
3. Family-centered and strength-based																
4. Quality and longevity																
5. Preventative and proactive																
6. Readiness and fit																
7. Team approach																
8. Adequate leadership and support																
9. Parents are leaders																
10. School expectation and support																
11. Diversity																
12. Shared ownership																
13. Home learning priority																
14. Relationships																
15. Communication																
16. Meaningful and engaging																
17. Climate																
18. Assess and respond to basic needs																
19. Social support/mutual support																
20. Learning and skill development																
21. Responsiveness																
Notes																

Design Principle/Strategy	To what extent do our health and social services practices reflect this design principle?					To what extent do we believe addressing this design principle will improve the effectiveness of our health and social services?					What level of effort will it take to put this design principle into practice?					Examples
	Never		Sometimes		Always	No Impact		Some		A lot of impact	No effort		Some effort		A lot of effort	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>Health and Social Services</b>																
1. Service coordinator																
2. Comprehensive services																
3. Continuum of services																
4. Expands current school service continuum																
5. Service integrations																
6. Collaboration																
7. Case Management																
8. Strategic																
9. Availability																
10. Flexibility																
11. Least intrusive intervention																
12. School-linked service																
13. School-based services																
14. Access																
15. Confidentiality																
16. Record keeping																
17. Early Identification																
18. Referral																
19. Single point of contact																
20. School-based coordinating teams																
21. Assessment and Triage																
22. Language																
23. Feeder systems and transitions																

24. Understanding of schools																
25. Staff competencies																
26. Well-defined roles and responsibilities																
27. Clear expectations																
28. Public relations																
29. Connections to classrooms																
30. Teacher support																
31. Value																
32. Relationships																
33. Non-traditional helpers																
34. Outcomes focused																
35. Quality																
36. Shared accountability and ownership																
Notes																

Design Principle/Strategy	To what extent do we incorporate this strategy or design principle into our practice?					To what extent do we believe addressing this design principle will make a positive impact on student learning or well-being?					What level of effort will it take to put this design principle into practice?					Examples
	Never		Sometimes		Always	No Impact		Some		A lot of impact	No effort		Some effort		A lot of effort	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<b>Community Partnerships</b>																
Strategic																
Logical																
Unity in Purpose and Consensus																
Accountable																
Results Oriented																
Sustainable																
Mutually Beneficial																
Both independent and interdependent																
Reciprocity																
Synergy																
Collaborative Leadership																
Intermediary People and/or Organizations																
Policy/Power Connections																
History and Awareness																
Norms and Values																
Driven by Community Stakeholders																
Notes																