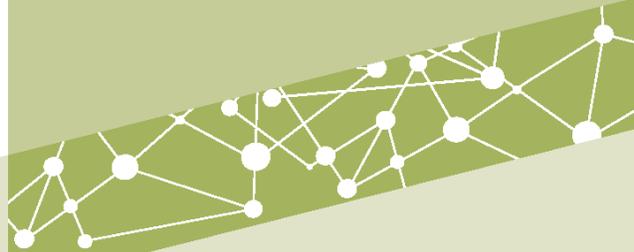


October 14-18, 2018



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**

CNMI Public School System
P.O. Box 501370CK
Saipan MP, 96950

Table of Contents

Introduction	3
AdvancED Performance Accreditation and the Engagement Review.....	3
AdvancED Standards Diagnostic Results.....	3
Leadership Capacity Domain	3
Learning Capacity Domain.....	4
Resource Capacity Domain.....	5
Effective Learning Environments Observation Tool® (eleot®) Results.....	6
Assurances	7
AdvancED Continuous Improvement System.....	8
Initiate	8
Improve	8
Impact.....	8
Findings.....	9
Accreditation Recommendation and Index of Education Quality® (IEQ®).....	9
Insights from the Review	100
Next Steps.....	122
Team Roster	132
References and Readings.....	166

Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.	Meets Expectations
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Exceeds Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	Emerging
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Meets Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Emerging
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Emerging
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	Meets Expectations
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	Meets Expectations

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	Needs Improvement
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging

Learning Capacity Standards		Rating
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	Needs Improvement
2.8	The system provides programs and services for learners' educational future and career planning.	Needs Improvement
2.9	The system implements processes to identify and address the specialized needs of learners.	Emerging
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Needs Improvement
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improvement

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	Emerging
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Needs Improvement
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	Meets Expectations
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Needs Improvement
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	Needs Improvement
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	Emerging
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

Effective Learning Environments Observation Tool® (eleot®)

Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot® Observations	206	
Environments	Rating	AIN
Equitable Learning Environment	2.92	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.15	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.46	3.74
Learners are treated in a fair, clear and consistent manner	3.63	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.44	2.06
High Expectations Environment	2.67	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.88	3.17
Learners engage in activities and learning that are challenging but attainable	2.92	3.14
Learners demonstrate and/or are able to describe high quality work	2.35	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.53	3.06
Learners take responsibility for and are self-directed in their learning	2.69	2.89
Supportive Learning Environment	3.33	3.61

eleot® Observations		
Total Number of eleot® Observations	206	
Environments	Rating	AIN
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.32	3.66
Learners take risks in learning (without fear of negative feedback)	3.13	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.35	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.52	3.66
Active Learning Environment	2.72	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.83	3.34
Learners make connections from content to real-life experiences	2.43	2.80
Learners are actively engaged in the learning activities	3.10	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.50	2.74
Progress Monitoring and Feedback Environment	2.66	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.49	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.95	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.00	3.37
Learners understand and/or are able to explain how their work is assessed	2.19	2.63
Well-Managed Learning Environment	3.31	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.53	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.52	3.83
Learners transition smoothly and efficiently from one activity to another	2.98	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.21	3.54
Digital Learning Environment	1.64	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.95	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.62	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.34	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	X	Unmet	
Unmet Assurances			

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

IS Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standard 1.7 Standards 2.1, 2.2, 2.5, 2.7, 2.8, 2.11, 2.12 Standards 3.2, 3.3, 3.5, 3.6, 3.7
Improve Opportunities for Improvement	Standards 1.4, 1.6, 1.10 Standards 2.6, 2.9, 2.10 Standards 3.1, 3.4, 3.8
Impact Effective Practices	Standards 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 1.11 Standards 2.3, 2.4

Accreditation Recommendation and Index of Education Quality® (IEQ®)

The Engagement Review Team recommends to the AdvancED Global Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	256.29	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified several themes from the review that support the continuous improvement process for the Commonwealth of Northern Mariana Islands Public School System (CNMI PSS). These themes present strengths and opportunities to guide the improvement journey.

CNMI stakeholders gave evidence of a sincere commitment to the continuous improvement which formally began after the system was accredited in 2013-14. Although since that initial system accreditation, the leadership has changed at the commissioner's level three times, the consistency and commitment to continuous improvement has been sustained and embedded in the system's culture. The system follows a five-year strategic plan with six goal areas to address and achieve. The first priority is that of student success which is aligned with the system's purpose statement. This plan clearly identifies objectives, actions and check points to ensure that the system and its schools are executing the plan with fidelity and committing to improving student achievement. Stakeholders, including many parents and teachers, were well-informed about their specific institution's improvement plans and expressed their ongoing commitment toward the success of the five-year strategic plan as indicated in interviews with the team and in the system's Quality Factors Report.

System leadership and local legislative leaders collaborate to implement effective processes and actions to attract and retain personnel. Teachers and parents, as well as key system leadership, acknowledged that past salaries for system staff were low compared to other geographic and regional locations. Members of the governing board and the interim Commissioner of Education described efforts within recent years to secure an additional \$20 million dollars in funding dedicated to increasing teacher and staff salaries and purchasing updated curricular materials. Both internal and external stakeholders commented on the positive impact salaries increases have had on personnel morale and retention; specific examples were provided that further described how key faculty members chose to remain on staff when the salary increases were implemented.

In order to develop improvement and strategic plans that can drive the system to achieve its vision, data must be collected, analyzed, and used for decision-making in a systematic and systemic manner. The system's staff at the school and central office levels have begun the process of collecting and reviewing data for assessments, classroom observations, and decision-making. While data from these sources are shared with stakeholders, the system is now in a position to move beyond the collection and review phases of data analysis to one that uses the analyses of data to determine and communicate successes, gaps, and challenges in its instructional delivery and curricular offerings to meet the differentiated learning needs of students. Although the analysis and use of data

emerged as an area of improvement, system and school leadership articulated their awareness of this next step in the journey of data as their next area of focus.

Implementing a curriculum based on high expectations and rigor is conducive to preparing students for their next level of challenge. During interviews with staff, increasing expectations was noted by many teachers interviewed as an area needing attention. Observation data from eleot® results showed not all students were able to describe “high quality work.” Teachers expressed the need for additional professional development focused on engaging students in collaborative project-based activities and integrating digital resources into teaching and learning. Although students have access to emerging technologies, this access is not yet on a one-to-one basis. Results of eleot® observations also indicated that opportunities for students to collaborate with peers to develop projects or assignments and for students to use technology to solve problems and to promote creativity were only somewhat evident. Moreover, because test requirements have frequently changed, the system does not have longitudinal data that indicates high expectations are consistently applied. The system is poised to benefit from its evaluation of longitudinal results related to the quality and effectiveness of the curriculum to meet the system’s learning expectations for students from year-to-year. System staff is encouraged to collect and analyze data evaluating the quality and effectiveness of instructional programs and the curriculum to inform system efforts to prepare students for their next level of challenge. As system staff monitor implementation of the curriculum over time, potential revisions to the curriculum can be made to prepare students for the next grade level or for options after graduation such as training programs that address regional employment capacity as well as global employment opportunities. System leaders and staff are encouraged to promote a learning culture of high expectations using instructional delivery methods and emerging technologies that promote innovation, collaborative problem-solving, and rigor.

The Engagement Review Team found that the system provides quality professional development opportunities to improve professional practice. Teachers described numerous opportunities for professional development. In addition to professional learning provided by the system, teachers participate in activities at the school level and, sometimes, on a national level. Examples of professional development opportunities include training in recently adopted curricular programs and materials. Moreover, training in research-based instructional delivery techniques are periodically scheduled. However, system staff acknowledged that collection and analysis of data to determine the impact of professional development activities on classroom instruction and student achievement needs to begin. System staff are urged to develop processes and procedures to collect and analyze data to ensure it improves instructional delivery, increases rigor, and meets the needs of all students. Development of comprehensive professional development, based on data based needs, and tapping into both internal resources, such as coaching and mentoring, and external resources will serve to inform and further engage the system in analyzing the impact of professional development on student progress.

Equitably distributing funds, materials, and resources to schools ensures that all students have similar opportunities to develop skills and learning priorities. Curriculum materials and supplies are allocated to meet the needs of teachers and students across grade levels and courses of study. The system implements a salary schedule to provide fair salaries to all staff. However, the Engagement Review Team found that limited funding from years past has created embedded priorities and inequitable opportunities for some students. Students who live on Saipan, the largest of the three islands populated with schools, are able to participate in competitions and other events and activities without incurring travel costs. Students who live on other islands must personally support travel costs to participate in system sponsored events. While some schools offer specialized courses, system staff recognized that students benefit when all schools have similar opportunities. System leadership dedicated Title I funding to provide additional materials, supplies and instructional support to elementary, but not

secondary, schools. Governing board members and system leaders are encouraged to develop budgets and allocate materials and supplies that offer students equity in all locations and across grade levels and courses.

The CNMI PSS culture is positive, warm, and collaborative and embraces its rich regional culture. Stakeholders, regardless of their roles or affiliation with the system or school, expressed their appreciation that the regional culture has a place in the curriculum and extra-curricular activities. Maintaining process and practices that promote a collaborative relationship between the system's staff and school staff, and with the system's stakeholders, will ensure future support and appreciation of the regional culture and traditions.

The Engagement Review Team appreciated the hospitality provided by the staff and stakeholders of the CNMI PPS. The team saw evidence of sincere school and community commitment to placing "Students First." System staff are encouraged to address the findings and insights from the review in their journey of continuous improvement.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Agnes Smith, Lead Evaluator	Dr. Agnes E. Smith recently retired as an associate professor in the Department of Leadership and Teacher Education at the University of South Alabama. She taught graduate courses in instructional leadership, mentoring, and curriculum development. Prior to her work at USA, Dr. Smith was principal of a Grades K-8 school in Baldwin County, Alabama. She is the author of numerous articles related to instructional leadership, and she is co-author of a case studies book entitled "Case studies in 21st century school administration: Addressing challenges for educational leaders." Dr. Smith's research centered on factors that sustain effective local school leadership.
Vicki Denmark, Associate Lead Evaluator	Dr. Denmark currently serves as Senior Vice President of Solutions and Innovation for AdvancED and Measured Progress and works at the organization's international headquarters in Alpharetta, Georgia, USA. In this position, she creates continuous improvement resources, tools, and processes for the AdvancED Network of institutions. She was the lead developer for eProve™ strategies, AdvancED STEM Certification process and resources, co-developer of the Effective Learning Environments Observation Tool (eleot®), Student Engagement Survey and co-author of the current AdvancED Standards and protocol. Dr. Denmark had experience as a teacher, principal, area superintendent and assistant superintendent in a large, public school system in the Atlanta, Georgia area before joining AdvancED in 2010. Vicki has also served as a professor and taught graduate and post-graduate courses on school leadership, organizational theory and curriculum. She co-authored a book on mentoring first-year teachers and several educational journal articles, presented at domestic and international conferences, led or served as a team member on accreditation reviews in the United States, South America, Central America, Europe and the Middle East. She holds a Ph.D. in Educational Policy Studies from Georgia State University.
Alex Coleman	Alex Coleman is Physical Education teacher and SIT leader at Kwajalein Schools in the Marshall Islands. Alex helps administration collect and analyze data to support school improvement goals. He has a Bachelor's degree in Physical Education with a Masters in Educational Leadership from Doane University. Mr. Coleman has experience in K-12 PE, Athletic Director, Mentorship Leader, School Improvement Team leader, and Interim Principal.

Team Member Name	Brief Biography
Kathie Estock	<p>After 35 years of service in the field of education, Kathie retired as the Assistant Superintendent of Curriculum and Instruction and Student Development in the Garnet Valley School District (PA). During her 15 year tenure as Assistant Superintendent, she was responsible for overseeing and facilitating K-12 curriculum and instruction, assessment, student development, technology, staff development, federal programs and home schooling. Kathie earned her Ed.D. from Immaculata College in Educational Leadership and Administration, her Letter of Eligibility from the University of Pennsylvania, her Administrative Certificate and Master's in Education from Penn State University, and her Bachelors of Science in Secondary Education Mathematics from Shippensburg University. She was assistant principal and principal of the Garnet Valley High School and Director of Secondary Education before being named Assistant Superintendent in 1995. Prior to the Garnet Valley School District, Kathie served 16 years in the Methacton School District (PA) as a high school mathematics and computer teacher, assistant principal and federal programs coordinator. Currently, she is an educational consultant. Kathie also serves as a member of the AdvancEd's Northeast USA Region Advisory Council and is an AdvancED Field Consultant, Trainer, and Reader Reviewer. She has served on numerous AdvancED Engagement Review Teams, both as a team member and/or Lead Evaluator.</p>
Neil Hawkins	<p>Neil Hawkins is the Executive Vice Principal for The Primacy Collegiate Academy, a faith-based, American curriculum (including AP) school in Taipei, Taiwan. In that position, he is developing the school's university admissions office as a stand-alone department for the students, he chairs the School Improvement Plan Committee, oversees the faith-based programming for student enrichment, and he coordinates with student leaders to advance the school's social media presence. Mr. Hawkins earned his Masters in Education Leadership from the Harvard Graduate School of Education, holds a superintendent license for the Commonwealth of Massachusetts, and has a bachelors degree in business administration from the University of Southern California. Mr. Hawkins transitioned into the education sector from the entertainment industry 10 years ago, and has since served three international schools including one in Northeastern China where he led the school improvement team culminating in AdvancED Candidate status.</p>
David Hurst	<p>Dr. Hurst is responsible for the management of AdvancED's Education Services. He lives in Arizona. Prior to the formation of AdvancED, Dr. Hurst served as the Associate Executive Director for Professional Development of the North Central Association Commission on Accreditation and School Improvement (NCA-CASI). Before coming to NCA-CASI, he served on the educational administration faculty at Wichita State. Dr. Hurst began his professional career as a classroom teacher and high school principal.</p>
Mallory Masciarelli	<p>Mallory Masciarelli is a mathematics teacher and one of the School Improvement Team leaders for the Kwajalein School System on Kwajalein, Marshall Islands. As a team leader, she works with administration to collect and analyze school data and develop district-wide goals. Mallory has a Masters in Education from Lesley University in addition to a BS in Mathematics from the University of Massachusetts Amherst. She has taught mathematics at both the junior and senior high school level and recently added yearbook advisor and home economics teacher to her schedule.</p>

Team Member Name	Brief Biography
Maria Ojeda	<p>Dr. Ojeda is the Senior Director for AdvancED Latin American and Puerto Rico. In that position, she supports institutions in their journey toward continuous improvement. Dr. Ojeda holds a Ph.D. in Curriculum and Instruction from the University of New Mexico. She also has her MS and BA degrees in Early Childhood and Elementary Education. Dr. Ojeda has experience as a teacher and administrator in K-6 education as a preschool and elementary teacher and principal. As a retired professor from the College of Education at the University of Puerto Rico UPR), Dr. Ojeda has been an educator for over 25 years. She is the author of four books, 35 articles and chapters in books, and created movement-based curriculum materials for pre-service teachers and students. Maria has worked extensively in Latin America, the Caribbean, Europe, Asia and the Middle East as a Lead Evaluator, consultant and presenter. She has served on several AdvancED Engagement Reviews around the world.</p>
Darin Schmidt	<p>Darin Schmidt is the principal of the Shenzhen American International School. SAIS is the first and foremost project-based learning school in Shenzhen. Mr. Schmidt holds the Master of Music degree from Indiana University-Bloomington and the Master of Arts in Educational Leadership degree from Western Michigan University. Mr. Schmidt is in constant demand as a speaker and professional developer in the areas of project-based learning, fine arts curriculum, and data-driven school improvement. He has been published in the <i>Teaching Music through Performance in Band</i> series, as well as in <i>The Instrumentalist</i> journal. Mr. Schmidt has been associated with AdvancED since 2005. He has served on review teams, and he was invited to present "How We Prepared for Our Accreditation Review" at the Michigan (USA) AdvancED School Improvement Conference in 2012.</p>
Peggy Zhai	<p>Dr. Zhai joined Vermont International Academy (VIA) in 2016. In this role she serves as the Vice President leading the organization's school establishment, operation and development in China, as well as global initiatives and partnerships. Dr. Zhai is also a core member of VIA Academic Committee overseeing the school system's alignment to the Accreditation Standards. Zhai's professional career spans 15 years, including the fields of education, business, and science. Her experience includes teacher, director, adjunct professor, researcher, accountant and CEO. She was director of Qtone Global Education, the chief educator in Sino-US educational integration and the thinktank expert for Shenzhen International School Association. Dr. Zhai has earned degrees from China, Germany and US.</p>

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