

# Charter Application Technical Assistance Workshop





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# Hello!

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*Thank you for joining us!*



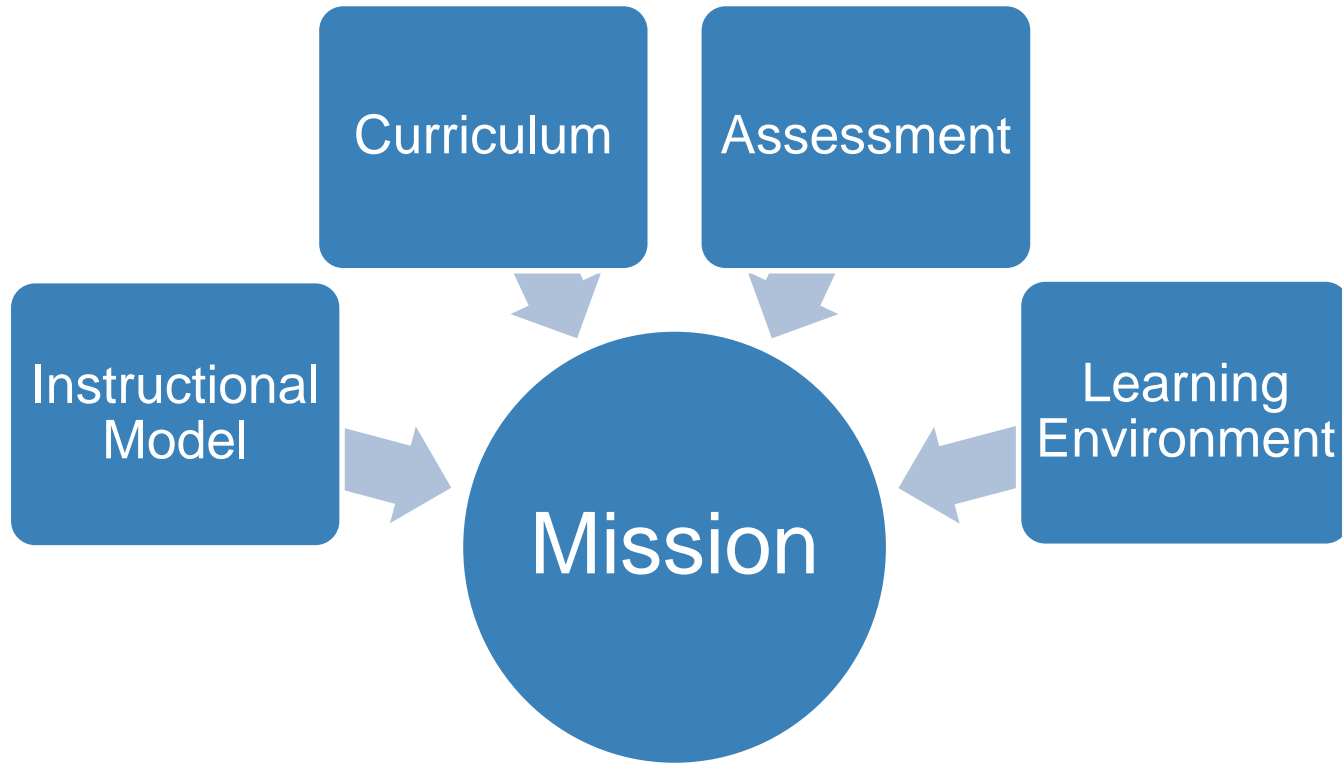
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## Begin with the End in Mind





## Instructional Model

- What is the school's instructional model?
- What research exists to support the instructional model in specifically helping the school fulfil its mission?
  - The research should support the chosen instructional model with the student body that the proposed school will likely attract.
- Other components to consider:
  - Class size
  - Daily Schedule
  - Teaching Methods
- Keep in Mind:
  - Make sure that the local school district does not offer the same instructional model.
  - Less is more! It's not a competition to see how many educational buzz words you can Google and add to your application. Are you really going to create a single-gender, STEM, Language Immersion, arts infused, project based learning, outdoor educational program that focuses on the use of American Sign Language?



# Curriculum

- What is the chosen Curriculum?
- What research exists to support the curriculum in specifically helping the school fulfil its mission and goals?
  - The research should support using the curriculum with the student body that the proposed school will likely attract.
- Dose the curriculum align to the South Carolina Curriculum Standards?
- Things to keep in mind:
  - Curriculum IS NOT just something you buy
  - One size DOES NOT fit all
  - If the plan is to have “the teachers develop the curriculum” what is your plan for the first year when the teachers haven’t had time to “develop the curriculum?”



# Assessment

- What will be used for diagnostic, formative and summative assessments?
  - What grade levels will eventually be served
  - Will the budget support purchasing assessments?
  - How will you balance data gained with instructional time lost with more assessments
- Describe how the school will monitor progress toward meeting its goals and what modifications will be made if necessary
  - Who is responsible for monitoring progress – the school leader, the board, and/or a data specialist?
  - Will personnel decisions be based on performance data?
  - What professional development will be offered to staff?
- Include an explanation of data collection, analysis, and management
  - How will teachers be trained to interpret test results?
  - How will data be stored – a management system, printed reports, gradebooks?
  - How will decisions be made that affect individual student instruction
- Do the assessments align to the curriculum and the South Carolina Curriculum Standards?



# Learning Environment

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- The learning environment refers to the diverse physical locations, technology use, contexts, and cultures in which a student learns.
- What type of learning environment will best fit your instructional model and curriculum?
- What research supports the effectiveness of the chosen learning environment with the student body that the proposed school will likely attract.
- Other components to consider:
  - The needs of the selected community and learners
  - Desired culture of the school
  - Available resources





## Goals, Objectives, and Assessment Plan

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- Why is this section important?
  - Your goals inform the sponsor of what your school will accomplish if it is successful. **AIM HIGH!**
  - Your description of progress monitoring indicates your capacity to implement data-driven instruction. **BE SPECIFIC!**
  - Your students' academic performance will ultimately determine whether your charter is renewed. **GROWTH MATTERS!**
  
- Writing SMART goals
  - **SPECIFIC**
  - **MEASURABLE**
  - **AMBITIOUS & ATTAINABLE**
  - **REALISTIC & RESULTS ORIENTED**
  - **TIME BOUND**



## S.M.A.R.T. Goals are...

### ○ SPECIFIC

- Specific goals answer the following questions:
  - Who: Who is involved?
  - What: What do I want to accomplish?
  - Where: Identify a location.
  - When: Establish a time frame.
  - Which: Identify requirements/constraints.
  - Why: Specific reasons, purpose or benefits of accomplishing the goal.

### ○ MEASURABLE

- Measurable goals answer the following questions:
  - How much?
  - How many?
  - How will I know when it is accomplished?

### ○ ATTAINABLE

- The goal is “do-able”
- It is action-oriented
- It is “within reach”

### ○ RESULTS-BASED

- Motivating, concrete benchmarks against which to measure our efforts; not process goals

### ○ TIMELY

- You should establish a timeframe
- The timeframe **must** be realistic
- Everyone needs to know the timeframe...make it public



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# Questions...

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