



**NATIONAL ALTERNATIVE EDUCATION ASSOCIATION (NAEA)
FIFTEEN RESEARCH-BASED PRACTICES FOR EFFECTIVE ALTERNATIVE
EDUCATION PROGRAMS**

Standard 1.0: Vision and Mission

An exemplary alternative education program operates with a clearly stated mission and vision with definable goals.

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
Vision and Mission #1	<p>The program mission and goals are clear and define the target, student population.</p> <p>Mission statement describes what is to be accomplished. All stakeholders believe in the fundamental values that form the foundation for the design, operation, evaluation, and administrative oversight of the alternative education program.</p> <p>The mission and vision should be visible for all to see.</p>	<p>The program mission and goals are clearly defined.</p> <p>Some (at least 80%) stakeholders believe in the fundamental values.</p> <p>The mission and vision should be visible for all to see.</p>	<p>Little or no evidence available on goals and mission. No clear target population for the program. Students are placed in the program on a short-term basis as a disciplinary measure.</p> <p>Program serves the same purpose as in school suspension.</p> <p>No intake and screening process. Students assigned or all referrals are accepted.</p>
Total Points:			
Comments:			



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Standard 2.0: Leadership

An exemplary alternative education program has strong leadership and support at the district level.

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
Leadership #2	<p>The superintendent or designated district administrator sustains the autonomy and allocates sufficient resources (financial and other support) to protect the integrity of the program.</p> <p>The on-site leadership utilizes and engages a collaborative administrative approach that ensures shared decision-making, high expectations for all levels of the program, and continuous monitoring of program quality.</p> <p>The administrator, teachers, and staff are committed to full implementation of the program's mission and core values.</p> <p>Initiates important activities contributing to the profession.</p>	<p>Minimal funding supports the program.</p> <p>Some on-site leadership some shared decision-making.</p>	<p>Insufficient oversight.</p> <p>Impedes efforts to share knowledge or professional responsibility.</p> <p>Disrespectful attitudes or practices in the school that impede student success.</p>
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Comments:			



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Standard 3.0: Climate and Culture

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

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
Climate and Culture #3	<p>The alternative education program actively promotes connections among students and between students and program staff that are positive and encourage academic and social success.</p> <p>Promotes safety.</p> <p>Program staff establishes clear expectations for learning and behaviors that are actively taught and rewarded throughout the school year.</p> <p>The program uses proven practices such as positive behaviors to organize program-wide, classroom, and individual student support systems.</p> <p>Teachers make a substantial contribution to school projects and initiatives. Staff is recognized for accomplishments and contributions to program.</p>	<p>The alternative education program promotes connections among students and between students and program staff that are positive and encourage academic and social success.</p> <p>Program staff establishes clear expectations for learning and behavior.</p> <p>The program uses proven practices such as positive behavior program-wide, classroom, and individual student support systems.</p> <p>Promotes safe school environment.</p> <p>Routinely participates in school projects and initiatives.</p>	<p>The program has low attendance rates from staff and students and is plagued with conflict.</p> <p>No enforced rules and everyone feel like they are alone.</p> <p>Teachers are not trained in intervention strategies.</p> <p>Not involved in school projects and initiatives and ignores procedures and guidelines.</p>
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Comments:			



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Standard 4.0: Staffing and Professional Development

An exemplary alternative education program provides high quality professional development to faculty and staff that focuses on identified training needs. Faculty and staff possess high degree of professionalism and set high expectations for students.

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
<p>Staffing and Professional Development #4</p>	<p>Teachers have chosen to teach in an alternative setting. Teachers and program staff are qualified, competent, and trained in current research-based and teaching methods that encourage active learning. Professional growth plans identify staff training that focus on the need of alternative educators and emphasizes quality implementation of evidence-based and best practices. Performance-based evaluations are aimed at improving program outcomes. Professional development is on-going.</p> <p>Teacher has high expectations, passion and high degree of professionalism for his/her job.</p>	<p>Some of the teachers have been assigned to teach at the alternative program. Teachers and program staff are qualified, competent, and trained in current research-based and teaching methods that encourage active learning. Some professional growth plans identify staff training that emphasizes implementation of evidence-based and best practices, cultural competence, and performance-based evaluations are aimed at improving program outcomes.</p> <p>Teacher has high expectations, passion and high degree of professionalism for his/her job.</p>	<p>Teachers have been assigned because they did not fit somewhere else.</p> <p>Very little professional development related to alternative education.</p>
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Standard 5.0: Curriculum and Instruction

An exemplary alternative education program provides effective instruction utilizing evidence-based curriculums and teaching practices.

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
<p>Curriculum and Instruction #5</p>	<p>The program uses evidence-based curriculums and teaching practices that create a “whole” program while meeting federal and state standards. Effective instruction will include formal and informal assessments (rubrics), active learning, where students gather information while questioning, thinking and problem solving. Active learning examples are: apprenticeships, life skills, cooperative learning, advance organizers, researching/ reporting or other strategies that foster participation. The arts are infused as an instructional strategy to expand and enrich the curriculum. Examples of literacy activities include: writing for authentic audiences, reading for pleasure, graphic organizers, public speaking, explaining, summarizing, research and reports note taking and writing and peer collaboration.</p>	<p>Teachers and program staff are qualified, competent, and trained in current research-based and teaching methods that encourage active learning. Professional growth plans identify staff training that emphasizes quality implementation of evidence-based and best practices, cultural competence, and performance-based evaluations aimed at improving program outcomes.</p> <p>Teacher has passion for his/her job.</p> <p>It is a different education, never a less than education.</p> <p>Teachers incorporate the components of literacy into all instruction.</p>	<p>No obvious differentiation from traditional school. Students left on their own to teach themselves. Students do not demonstrate improvement.</p>
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Comments:			



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Standard 6.0: Student Assessment

An exemplary alternative education program utilizes a research-based framework to monitor student progress and adjusts instruction accordingly.

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
<p>Student Assessment #6</p>	<p>The program uses a research-based framework that values use of reliable measures to monitor student progress and adjust program services accordingly.</p> <p>Assessments should be useful and immediate.</p> <p>Students are informed of their progress on a regular basis.</p> <p>Data review is frequent and assessments are used to modify instruction.</p> <p>Teachers use rubrics to assess.</p>	<p>Teachers monitor student progress and adjust program services accordingly.</p> <p>Assessments should be useful and immediate.</p> <p>Students are informed of their progress on a regular basis.</p> <p>Data is reviewed and assessment is used to modify instruction.</p> <p>Teachers use rubrics to assess.</p>	<p>Assessments are given but not used to modify instruction.</p> <p>Letter grades are given but with no comments.</p>
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Comments:			



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Standard 7.0: Transition Planning and Support

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

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
<p>Transition Planning and Support #7</p>	<p>The alternative education program has clear criteria and procedures for transitioning students (a) from traditional education services to the alternative program, (b) from the alternative program to the student's next education or vocational setting, and (c) long-term transition to self-sufficiency, employment or financial stability and supportive social relationships for adult life.</p> <p>Examples: graduation plans beyond a transcript. Career/higher education plans.</p>	<p>Transcript is the only document used to plan.</p> <p>Some career and advanced educational opportunities are provided.</p>	<p>No evidence that a plan is written for each student.</p>
<p>Total Points:</p>			
<p>Comments:</p>			



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Standard 8.0: Parent/Family Engagement

An exemplary alternative education program strives to establish partnerships with parents/families to nourish a system of shared responsibility for enrolled students.

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
Parent/Guardian Involvement #8	<p>Active parent/guardian involvement is mandatory with clearly defined ways beyond parent-teacher meetings.</p> <p>The alternative program emphasizes a non-judgmental, solution-focused approach that includes parent/guardian as respected stakeholders in all aspects of their child's alternative education program plan.</p> <p>Monthly mailings text messages or phone calls to parents with frequent progress monitoring that is communicated to parent/guardian.</p> <p>Open Houses with food.</p>	<p>Some parent/guardian involvement is encouraged in clearly defined ways beyond parent-teacher meetings.</p> <p>The alternative program emphasizes a non-judgmental, solution-focused approach that includes parent/guardian as respected stakeholders in all aspects of their child's alternative education program plan.</p> <p>Some mailings or text messages are sent during the year. Frequent progress monitoring is communicated to parent/guardian.</p> <p>Open House is held.</p>	<p>No parent or guardian involvement.</p>



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Total Points:	
Comments:	

Standard 9.0: Collaboration

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

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
Collaboration #9	<p>On-going authentic partnerships between program, home, community agencies, industry, government, faith-based organizations, and law enforcement based on mutual respect and collaboration are established, which will result in improved student and program performance.</p> <p>Meet with stakeholders once or twice a year as advisory and support.</p>	<p>Limited collaboration with other, agencies, organizations or individuals.</p> <p>Involvement of services outside of school personnel.</p> <p>No regular meetings with all partners.</p>	<p>Insufficient, minimal, or no collaborative partners such as agencies, organizations, legislators, or individuals serving youth.</p> <p>Minimal reliance or involvement of services outside of school personnel.</p>
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Standard 10.0: Program Evaluation

An exemplary alternative education program utilizes authentic assessments to determine programming changes.

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
Program Evaluation #10	Pre and post student outcome data are used and include: (several consecutive school years of graduation rates, credits earned, attendance, disciplinary data, grades, and pre and post test) and are evaluated frequently.	Pre and post student outcome data are used and include: (graduation rates, credits earned, attendance, disciplinary data, grades, and pre and post test.)	No data is collected or reviewed. Evaluation limited to report cards only.
	Authentic formal and informal assessments are used regularly to monitor student progress. Instructors collaborate with each other to align curriculum. Student surveys are a part of the assessment. Assessment results are used to determine programming changes.	Authentic formal and informal assessments are used. Instructors collaborate with each other to align curriculum. Student surveys are given and reviewed as part of the program assessment.	
Total Points:			
Comments:			



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Standard 11.0: School-Based Counseling

An exemplary alternative education program provides students with school-based counseling to address a broad range of identified needs

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
School Counseling #11	Students are offered a broad range of weekly individual, group and academic guidance by certified counselors grounded in research. Strong collaborative partnerships to support the mental health need of the students and their families are evident. Topics should cover current and future need of the students as well as social and emotional issues. Referrals to other agencies are made, as appropriate.	Students are provided routine and scheduled access to certified and licensed counselors. Group and individual sessions conducted at least once every two weeks. Targeted sessions to meet student academic, mental health and family needs. Referrals are made to other agencies as appropriate.	No graduation plan or success plan is evident. No post-secondary planning. No guidance services or are too infrequent to make a difference (less than once every 2 weeks.) Non-certified individuals provide counseling just “as needed.”
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Comments:

Standard 12.0: School Social Work

An exemplary alternative education program supports the mental health needs of all students.

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
School Social Work #12	<p>There are strong collaborative partnerships to support the mental health needs delivered by licensed social worker with wide range of options such as (home visits, crisis intervention, parental trainings group and individual guidance that include a wide range of topics.)</p> <p>Referrals are made to outside agencies.</p>	<p>Collaborative partnerships to support the mental health needs with wide range of options such as (home visits, crisis intervention, parental trainings that include a wide range of topics.)</p> <p>Referrals are made to outside agencies.</p>	<p>No home visits, parental trainings, and little support with social and mental health need.</p> <p>No social worker.</p>
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Comments:			



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Standard 13.0: Digital/Virtual Learning

An exemplary alternative education program integrates technology as a foundational base to support instruction.

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
Digital/Virtual Learning #13	<p>Technology is woven into /serves as a foundational base in the planning process to support instruction and is used as instructional tool. Technology should be used with a purpose.</p> <p>Technology skills are preparing students for the 21st Century world of work.</p> <p>Students are provided on-line learning opportunities.</p> <p>Computer assisted learning is blended.</p>	<p>Some use of technology an example would be limited to power points. Occasional documentary or video clip.</p> <p>Limited on-line courses are available.</p>	<p>No use of technology as a support to instruction. Example limited to power points. No technology. No on-line courses.</p>
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Comments:			



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Standard 14.0: Policies and Procedures

An exemplary alternative education program has clearly defined roles and responsibilities and operational policies.

support instruction.

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
Policies and Procedures #14	The program handbook clearly defined roles and responsibilities (referral process and exit process) reviewed by students and caregiver during a scheduled orientation. Handbook is updated by all stakeholders yearly. Code of conduct and discipline actions are outlined and include expectations, interventions and consequences.	The program handbook clearly defined roles and responsibilities for students and all teaching and support personnel are written and fully explained. Code of conduct and discipline action is outlined.	No Program handbook, no written code of conduct and discipline action. No plan for interventions. There are inconsistent consequences, interventions, and expectations.
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Comments:			



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Standard 15.0: Non-Traditional Educational Plans

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

NAEA Practices	Exemplary (4)	Accomplished (3)	Needs Developing (2)
<p>Non-Traditional Educational Plans #15</p>	<p>Plan extends beyond high school graduation and assists students with a successful transition. Student options for career tech, jobs, military apprentice opportunities and concurrent enrollment are included. The plan should include goals academics, behavior issues and factors which may have impeded the student's success (absences, drug issues, suspensions)</p> <p>Plan is developed with students/staff during entrance and exit.</p>	<p>Plan extends beyond high school graduation and assists students with a successful transition. Student options for career tech, jobs, military and concurrent enrollment are included.</p> <p>The plan should include goals for behavior factors which may have impeded the student's success (absences, drug issues, suspensions.)</p> <p>Plan is developed with students/staff during entrance and exit.</p>	<p>Plans are just a transcript.</p> <p>No individualized plans.</p>



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Total Points:			
Comments:			

The following criteria are rated as met/not met

Certified Teachers	Not Met			Met			
Courses Meet Curricular Standards	Not Met			Met			
Clear and Measurable Goals and Objectives	Not Met			Met			
Effective Student/Teacher Ratio	Not Met = More than 15 to 1			Met			
Faculty Selection	Not Met			Met			
Program of Choice	Not Met			Met			
Designed to Serve Grades (check all that apply)	6	7	8	9	10	11	12

Exemplary=55 to 60 points Accomplished=49-54 points Needs Development=48-30

Summary of Evaluation: