

## **Qualitative Data Collection around the Key Indicators**

### **A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.**

- What school wide expectations exist regarding behavior, discipline, and classroom management?
- Does the school have professional development available for teachers to be trained if needed on classroom management yearly?
- What are the structures for beginning teacher support? for lateral entry teachers?
- How does the school support veteran teachers that might need additional layers of supports pertaining to effective classroom management?
- Are there common expectations of rules and procedures in classrooms schoolwide?
- How does the school reinforce positive desired behaviors?
- Do discipline rules and procedures support high student achievement for all students?
- Do students and staff feel the school is a safe learning environment?
- How are classroom coaches utilized in the building?
- Does the school implement student surveys?
- Do teachers and students have visible meaningful relationships?
- What role does school administration play in classroom management and reinforcement of classroom rules and procedures?

### **A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.**

- How does the school regularly engage students in rigorous, in-depth, challenging academic work?
- How does the master schedule allow time for Instructional Teams to develop standards-aligned units of instruction for each subject and grade level?
- How do teachers differentiate instruction?
- How are EC/EL/AIG/Specialists/etc involved in the planning/support of instructional planning?
- What is the school's plan for remediation?
- What is the school's strategy for embedding literacy instruction in all subjects?
- Do teachers use a common lesson plan template?
- Do teachers understand the NCSCOS? Are teachers able to unpack the standards?
- What systems and structures exist to provide teachers with feedback?
- Are teachers asked to have daily learning targets? Criteria for success?
- Do teachers follow a gradual release model (I do, we do, you do)?
- What structures are in place for vocabulary development?
- Do teachers develop rubrics so that students know what is expected of them during assignments?
- How do teachers measure what students know and are able to do?
- Is the curriculum aligned in subject areas?
- Is the curriculum aligned vertically?
  - With feeder schools?
  - Across grade levels?

**A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.**

- What supports are in place to ensure all students are successful?
- How are resources being used to help all students grow?
- What early identification systems are used?
- What type of assistance do students have within the school day? After/before school?
- How does the school use data to identify needs of students non-proficient in reading? In math? In science?
- How does instruction serve students with different learning styles, readiness and interests?
- How is the school day be structured to provide teachers and students long enough blocks of time to engage in authentic, intellectual work?
- What structures need to be put in place to support special education and English Learners? Other subgroups?
- How does the school define Tier 1 or Core Instruction?
- What interventions exist for Tier 2? For Tier 3?
- How are students and teachers grouped to improve learning and achievement?
- How do you choose the teachers that support your students with the highest needs?
- What extra supports are provided for students that are struggling?

**A4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.**

- What continuum of support exists for all students?
- How does the school address social-emotional learning?
- What structures are in place to support teachers in building a positive relationship with students?
- What type of professional development does the school offer teachers to be attentive to students' emotional states and develop sound practices for support?
- What counseling and/or guidance services does the school provide?
- Does the school have a social worker? school nurse? school psychologist?
  - How do these positions collaborate with teachers?

**A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.**

- What structures support vertical planning?
- What systems are in place to communicate and plan with feeder schools?
- What systems exist to support academic transitions between grades?
- What structures are in place to support students entering the building for the first time?
- What is the plan for summer learning? How did you determine the focus?
- How are transition plans communicated to parents/guardians?

**B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning**

- What structures exist for teachers to collaborate and plan?
- What other committees or teams exist in the building? How are they scheduled?
- Does a culture of collaboration exist?
- What are the roles for teacher leaders in the school?
- What does administration expect out of its PLCs? How is it communicated? How is it documented?
- How does administration work with its PLCs?
- What processes are in place for purposely discussing how to improve work and raise student achievement?
- How is the master schedule organized to allow common planning?

**B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.**

- What systems have been developed to improve teacher instruction in the school?
- In what ways does the principal demonstrate that he/she is an instructional leader?
- What observation and feedback protocols exist? What is the frequency?
- Is there a clear and transparent system for classroom walkthroughs and observations?
- What structures are in place to provide teacher walkthrough feedback?

**C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional needs.**

- What assessments are currently in place at the school? How quickly is data from these assessments available?
- What do teacher weekly data meetings look like? Are admin involved?
- How is data shown, discussed, and analyzed with teachers and school staff?
- What data does school administration find to be the most important?
- Are there common assessments agreed upon by all teachers?
- Does the school have quarterly or monthly benchmarks? If yes, what is the process and/or timeline?
- How is data used to determine professional development needs?
- Does the school have a professional development plan?
- How does the school use Teacher Working Condition Survey data to inform school improvement priorities?
- What are some examples of how you have put interventions in place as a response to data?

**C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff**

- What hiring practices are in place at the school?
- What is done to support veteran teachers?
- How does the school recruit for hard to fill vacancies?
- What does the school do to ensure that current staff is retained?
- What is the correlation between evaluations/observations and student achievement?
- How are community resources used to recruit and retain staff?
- How does administration allow staff voices to be heard?
- What is done to recognize teachers for best practices, contributions, and/or those producing results?

**D1.02: The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.**

- Does the funding system distribute adequate funding based on student needs and enable flexible use of funds in clearly understood ways?
- Does each student have access to strong teachers?
- Does each student have access to engaging, culturally relevant, and standards-aligned resources?
- Does the school's instructional staff reflect student diversity?
- Do students have access to strong school leadership?
- Is each student enrolled in courses that set them up for success in college and/or a meaningful career, including equal access to advanced courses?
- Does each student have access to arts and enrichment opportunities beyond core?
- Does each student who needs more high-quality instructional time receive it?
- Does each student who needs more high-quality instructional attention receive it?
- Do students who need targeted physical and mental health support receive it?
- Does each student who needs targeted family support receive it?
- Does each student have access to effective guidance to support post-secondary success?
- Does each student have access to adequate facilities that are safe and well-maintained to facilitate student learning and meet student needs?
- Does each student have access to adequate equipment to facilitate student learning and meet student needs?

**E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).**

- How does the school engage students' parents/guardians to help attain academic goals?
- Do parents/guardians feel that they are partners with the school?
- How is feedback from surveys communicated and used to improve processes?
- How do teachers collaborate with parents/guardians to positively impact student growth?
- How are you building the capacity of your parents so they can assist their child?
- How is the school assisting EL parents?