

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?

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?