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?
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?

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?

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?
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?

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?