

Quality Review Record Book

2022-2023

David C. Banks, Chancellor

Daniel Weisberg, First Deputy Chancellor

Michele Ashley, Executive Director, Office of School Quality

qualityreview@schools.nyc.gov

School Name	
DBN	
Address	
School Phone	
School Leader	
School Leader's Direct Phone	
Dates of Review	
Reviewer(s)	

Guidance for Completing the Record Book

The 2022-2023 Quality Review Record Book is used by reviewers to document findings and evidence gathered throughout the Quality Review process. Reviewers record low- and mid-inference statements throughout the review that will inform the rating of each sub-indicator. The Record Book includes sample questions as guidance for reviewers to begin gathering evidence for each sub-indicator of the School Quality Rubric. These questions are not intended to be comprehensive. Reviewers may select and modify sample questions while conducting pre-review analyses to use during the review as well as construct questions specific to the school to use during the school visit.

Guidance for Maintaining the Record Book

Reviewers maintain completed Record Books on file for a minimum of one year following the publication of the Quality Review (QR) report, as it may be needed by the Office of School Quality during the quality assurance and/or appeals process.

Pre-Review Preparation Tools

Pre-Review Notes

In the space provided below, reviewers may record findings and draft questions based on reviewing the Self-Evaluation Form and school context information.

Pre-Review Preparation Notes				
Ratings from the most recent QR:			Year of most recent QR: Choose an item.	
1.1 Choose an item.	1.2 Choose an item.	2.2 Choose an item.	3.4 Choose an item.	4.2 Choose an item.
1.4* Choose an item.	1.3* Choose an item.	3.1* Choose an item.	4.1* Choose an item.	5.1* Choose an item.
<i>* If applicable</i>				
Notes:				
Ratings from the Formative Review:				
1.1 Choose an item.	1.2 Choose an item.	2.2 Choose an item.	1.4* Choose an item.	3.4 Choose an item.
<i>* If applicable</i>				
Notes:				

Pre-Review Call

In the space below, reviewers may record salient notes from the pre-review phone conference with the school leader.

Pre-Review Phone Conference Notes	
Date:	Time:
Participants:	
Notes:	

Pre-Review Phone Conference Notes

Notes:

School Leaders

Suggested Questions – Meetings with School Leaders

Instructional Core (1.1, 1.2, 2.2)

1.1 Curriculum

- What is the school's approach to integrating State standards? Are particular standards currently being focused on across grades/subjects? Why? (1.1a)
- What key decisions have been made this year to ensure alignment to State standards and the school's instructional focus/goals? (1.1a)
- How is curricula aligned to culturally responsive and sustaining educational (CRSE) practices? (1.1)
- What decisions regarding CRSE have you made to ensure the curricula is inclusive and supports diversity? (1.1a)
- What CRSE-based or other adjustments have been made by teachers to curricular materials to build coherence across grades and subject areas? (1.1a)
- How does the curricula promote next grade/level, college, and career readiness? (1.1a)
- How have the curricula evolved to ensure that the content represents the background of the school's students, their community, and international perspectives to be in alignment with the State standards and the CRSE? Provide specific examples of units of study or lessons. (1.1a)
- What steps do teachers take to determine the appropriate rigor of a task? (1.1b)
- What aspects of the curricula ensure that all students engage in rigorous habits and higher-order skills, including MLs/ELLs, students with disabilities, historically marginalized groups, and students who demonstrate mastery? Are there examples across grades and subject areas? (1.1b)
- How do teachers use data and student work to plan the curricula, lesson plans, and/or tasks to meet the diverse needs of all students? (1.1c)
- What is the process for modifying, revising, and extending the curricula? What informs the modifications? How do teachers plan for the needs of the varied learners in the classroom? (1.1c)
- In what ways do you ensure that instruction represents multiple perspectives, cultures, and backgrounds? (1.1c)

1.2 Pedagogy

- What are the school's core beliefs about how students learn best? (1.2a)
- Do the school's core beliefs about how students learn best include CRSE? If so, please give an example. (1.2a)
- How are the core beliefs about how students learn best informed by the Danielson *Framework for Teaching* and inclusive teaching practices? (1.2a)
- How are the school's core beliefs about how students learn best coherently reflected in classrooms and teaching practices? (1.2a)
- How are the school's core beliefs about how students learn best reflected in student work products across grades and subject areas? Can you provide any examples? (1.2a)
- What will we see in classrooms that would be evidence of culturally responsive and sustaining educational practices? (1.2a)
- What teacher practices are we going to see in classrooms that are aligned to the Danielson *Framework for Teaching* and the expectations of CRSE? Provide specific examples. (1.2b)
- How do teachers prepare for the learning needs of all learners, including MLs/ELLs, students with disabilities, low and high performers, and historically marginalized groups? (1.2b)
- How do teachers support students who need extra help or acceleration? (1.2b)

2.2 Assessment

- How do school leaders expect teachers to develop a shared language and a picture of student mastery across grade and subject areas thinking about the creation, implementation, and execution of:
 - Assessments,
 - Rubrics, and
 - Grading policies? (2.2a)
- What have school leaders learned from schoolwide assessment data to date, and how has it impacted teaching and learning? (2.2a)
- What are the expectations for teachers in providing feedback to students? (2.2a)
- What common assessments are currently being used? (2.2b)
- How do school leaders use common assessments to address the school's teaching and learning goals with all students, including MLs/ELLs, students with disabilities, and historically marginalized groups? (2.2b)
- How do school leaders use assessment data to prioritize and make informed adjustments to curricula or instruction? Can you give a specific example? (2.2b)
- How are data-based adjustments made to curricula and instruction to provide all students, including MLs/ELLs, students with disabilities, and historically marginalized groups, with supports that:
 - Build on students' strengths,
 - Provide for continuity, and
 - Accelerate learning? (2.2b)
- How do school leaders expect teachers to check and monitor for student understanding across classrooms? Can you provide any evidence or examples? (2.2c)
- What instructional adjustments are teachers expected to make, both in the moment and long-term, based on checks for student understanding? (2.2c)
- In what ways do students assess their own work and the work of their peers? Can you provide any evidence or examples? (2.2c)

School Culture (1.4, 3.4)

1.4 Learning Environment

- What is the school's theory of action regarding building an inclusive culture, discipline, and social-emotional support?
 - How did the school decide on this theory of action/approach?
 - How is this theory of action/approach communicated to all stakeholders? (1.4a)
- Are there examples you can provide when students have had opportunities to make decisions that have positively impacted the school? Can you give examples of their impact/influence? (1.4a)
- How does the school acknowledge and include all stakeholders in various decision-making processes? (1.4a)
- What types of leadership opportunities does the school have for students? How many students participate in these opportunities? (1.4a)
- Are students known well by at least one adult at the school? If so, how do they, and the school, benefit overall? (1.4b)
- What structures are in place to address student needs related to attendance, social-emotional learning, and guidance/advisement? (1.4b)
- How do school leaders provide teachers and support personnel with professional learning that is purposefully designed to build their capacity to provide social-emotional learning to all students? (1.4c)
- How do school leaders, teachers, and staff create student learning experiences and/or supports to promote academic and personal behaviors? (1.4c)
- What structures are in place to ensure that professional learning has an impact on social-emotional learning and all students' academic and personal behaviors? (1.4c)

- How do teachers receive support around how to incorporate students' cultural and linguistic backgrounds into their practices?
- How does the school communicate and support student behavioral and academic expectations to students, staff, and families/caregivers? (1.4c)

3.4 High Expectations

- What are the schoolwide expectations, and how are they embedded in your classrooms? (3.4a)
- How have the schoolwide communications provided unified messaging on high expectations and impacted the entire staff's commitment to increasing student achievement? (3.4a)
- How are staff held accountable for meeting schoolwide expectations? How does all staff hold themselves and others accountable for meeting schoolwide expectations? (3.4a)
- What ongoing professional learning is in place to support schoolwide expectations? (3.4a)
- How do school leaders and staff communicate to families/caregivers how students are doing and what they need to do to make appropriate progress towards or meet high expectations? (3.4b)
- What has been the impact of the school's communication and support to families/caregivers on students' progress? (3.4b)
- How are families/caregivers playing an active role in supporting progress for their students? (3.4b)
- In what ways does the school staff communicate schoolwide expectations on preparing for the next level that is inclusive of all students? (3.4c)
- How is school staff preparing students for college and/or a career and the next level in their academic development? (3.4c)

Systems for Improvement (1.3, 3.1, 4.1, 4.2, 5.1)

1.3 Leveraging Resources

- What resources (e.g., technology, professional learning, partnerships) have increased student achievement? How do you know? (1.3a)
- How do school leaders ensure your space aligns to your instructional needs? What purposeful decisions have been made regarding space allocation to maximize learning potential? (1.3a)
- How have the recent purchases/acquisition of _____ led to more meaningful student work products? (1.3a)
- How do school leaders determine the best resources to align with the school's instructional goals? What criteria are used and how is efficacy monitored? (1.3a)
- What factors drive how school leaders create teacher team schedules? (1.3b)
- What structures are in place to allow time for teachers to respond to the learning needs of students? (1.3b)
- How do faculty schedules provide opportunities/planning time to "improve instruction that engages all students in challenging tasks?" Provide some examples. (1.3b)
- What factors drive how school leaders create staff and student schedules? (1.3c)
- How are hiring decisions made? Tell me about some of the recent hires at the school. How did school staff come to those decisions? (1.3c)
- How are teacher assignments and student groupings determined? (1.3c)
- What kind of student groupings and interventions are in place to meet the needs of MLs/ELLs, students with disabilities, and all demographic groups to ensure the closing of the achievement gap? (1.3c)
- How do school staff ensure that MLs/ELLs and students with disabilities are in the settings indicated by individual student data, an IEP, or State mandates? (1.3c)

3.1 Goals and Action Plans

- What are the school's goals this year? Can you provide a theory of action that includes a rationale for your goals?
- How do the school's goals connect to the vision for school improvement, or theory of action, and how are they connected across initiatives? (3.1a)
- How do school staff track for progress and adjust the goals to accelerate student learning? What system is used to track this data? (3.1a)
- How do the school's goals link to accelerated student learning and social-emotional growth? (3.1a)
- How are data analysis results used to improve teacher practice and all student outcomes in classrooms and work towards closing the achievement gap? (3.1b)
- How did the school community arrive at these goals and develop the subsequent action plans? What informed these decisions? (3.1b)
 - For individual and groups of teachers?
 - For teacher teams and inquiry work?
- What information do school staff regularly gather to inform and improve teacher practice, and how do they use that information to drive schoolwide decisions? (3.1b)
- How is data gathered, analyzed, and used to inform goals? (3.1c)
- Who had input into creating these goals? (3.1c)
- What role did teachers and other stakeholders play in goal setting and action planning? (3.1c)
- What schoolwide methods exist for communicating progress towards benchmarks and goals? (3.1c)
- How do school staff communicate progress towards meeting benchmarks in school improvement goals to all its stakeholders? (3.1c)

4.1 Teacher Support and Supervision

- How is feedback provided to new and experienced teachers and who provides it (e.g., school leaders, coaches, mentors, peers)? (4.1a)
- How are cycles of teacher observations used to support teacher development? (4.1a)
- How do teachers apply recommended next steps to lessons and unit planning? (4.1a)
- How are student work/data analyzed to inform next steps for teachers? (4.1a)
- How are teacher goals developed and monitored to inform teacher development? (4.1b)
- How do teacher professional goals impact student achievement? (4.1b)
- How are teachers supported in making progress toward professional goals and by whom? (4.1b)
- What are some examples of feedback and next steps that articulate clear expectations for teacher practice? (4.1b)
- How does feedback connect to the Danielson *Framework for Teaching*? (4.1b)
- How has teacher observation data informed the approach and content of professional learning and performance decisions? (4.1c)
- How has professional learning had an impact on student work products? (4.1c)
- How has professional learning supported your strengths, needs, interests and assignments? (4.1c)
- How do school leaders support leadership opportunities for the staff? (4.1c)

4.2 Teacher Teams and Leadership Development

- What are examples of inquiry-based teacher team activities that resulted in
 - increased teacher capacity?
 - increased student achievement for all learners? (4.2a)
- What has been the impact of teacher team work? (4.2a)
- How are teacher team meetings structured to ensure they are effective and productive? Please provide examples. (4.2a)
- How has teamwork supported instructional coherence? (4.2a)

- To what extent do teacher teams use student work and data to inform decisions about teaching and learning? (4.2b)
- To what extent do teacher teams analyze teacher practice to inform decisions about teaching and learning? (4.2b)
- How do teacher teams track student progress toward meeting goals? (4.2b)
- Can you share evidence of teamwork resulting in
 - progress for groups of students?
 - shared improvements in teacher practice? (4.2b)
- What are some structures currently in place that illustrate and support distributive leadership? (4.2c)
- How has distributive leadership practices incorporated teacher voice in key decisions that affect student learning across the school? (4.2c)
- What leadership roles do teachers currently hold and what are the responsibilities of those roles? (4.2c)
- What key decisions have teachers been a part of that impact school improvement? (4.2c)

5.1 Monitoring and Revising Systems

- How do school leaders evaluate the effectiveness of the curricula, instructional approaches, and assessments to ensure alignment with the State standards?
 - How then are adjustments made to the curricula, instruction, and assessments?
 - Who is involved with making the adjustments and how do they know if they are working? (5.1a)
- How do school staff know if instructional practices are rigorous? If it is determined that they are not rigorous enough, what is the process to make adjustments? (5.1a)
- What process(es) do school leaders use to assess the effectiveness of your instructional support practices? What adjustments have you made? (5.1a)
- What structures are in place to evaluate and adjust decisions regarding curricula, instruction, and assessment practices to ensure they align to State expectations for culturally responsive and sustaining educational practices? (5.1a)
- What process is in place to analyze school environment and culture data across the year? Can you give an example of a recent finding and an adjustment you made? (5.1b)
- How do school leaders evaluate the degree to which high expectations are taking hold in the school? Can you give an example of a recent finding and adjustment you made? (5.1b)
- How are students, parents/caregivers, and staff involved in decision-making and action planning? (5.1b)
- How do school leaders evaluate the quality of the school's inclusive culture? Can you give an example of a recent finding and an adjustment you made? (5.1b)
- What processes are in place to regularly evaluate and adjust teacher evaluation and professional development? How do school leaders know these procedures are working effectively? (5.1c)
- How do you evaluate the effectiveness of school leaders' use of (name specific resource)? What adjustment have you made to use them more effectively and why? What were the results? (5.1c)

Meeting Notes

During the school visit, school leaders will meet with the reviewer three times. Each meeting will be between the school leader and the reviewer. At the school leader's discretion, additional school leaders who are knowledgeable about school practices and their impact are welcome to join the conversation.

Leadership Meeting 1		
Date:	Time:	Location:
Participants:		
Notes:		

Leadership Meeting 2

Date:

Time:

Location:

Participants:

Notes:

Leadership Meeting 3

Date:

Time:

Location:

Participants:

Notes:

1.1 Curriculum – Instructional Core

<i>To what extent do school leaders and faculty regularly:</i>		
Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to State standards and/or content standards		
Indicator	Questions	School Leadership Responses
1.1 (a)		
1.1 (b)		
1.1 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to State standards and expectations for culturally responsive and sustaining educational practices		
5.1 (a)		

1.1 – Curriculum (continued)

--

1.2 Pedagogy – Instructional Core

To what extent do school leaders and faculty regularly:		
Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by State standards and the Danielson <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products		
Indicator	Questions	School Leadership Responses
1.2 (a)		
1.2 (b)		
1.2 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to State standards and expectations for culturally responsive and sustaining educational practices		
5.1 (a)		

1.2 – Pedagogy (continued)

--

2.2 Assessment – Instructional Core

<i>To what extent do school leaders and faculty regularly:</i>		
Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels		
Indicator	Questions	School Leadership Responses
2.2 (a)		
2.2 (b)		
2.2 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to State standards and expectations for culturally responsive and sustaining educational practices		
5.1 (a)		

2.2 – Assessment (continued)

--

1.4 Learning Environment – School Culture

<i>To what extent do school leaders and faculty regularly:</i>		
Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults		
Indicator	Questions	School Leadership Responses
1.4 (a)		
1.4 (b)		
1.4 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to State standards and expectations for culturally responsive and sustaining educational practices		
5.1 (b)		

1.4 – Learning Environment (continued)

3.4 High Expectations – School Culture

To what extent do school leaders and faculty regularly:		
Establish a culture for learning that communicates high expectations that promote college and career readiness to staff, students, and families, and provides supports to achieve those expectations		
Indicator	Questions	School Leadership Responses
3.4 (a)		
3.4 (b)		
3.4 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to State standards and expectations for culturally responsive and sustaining educational practices		
5.1 (b)		

3.4 – High Expectations (continued)

--

1.3 Leveraging Resources – Systems for Improvement

<i>To what extent do school leaders and faculty regularly:</i>		
Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products		
Indicator	Questions	School Leadership Responses
1.3 (a)		
1.3 (b)		
1.3 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to State standards and expectations for culturally responsive and sustaining educational practices		
5.1 (c)		

1.3 – Leveraging Resources (continued)

--

3.1 Goals and Action Plans – Systems for Improvement

<i>To what extent do school leaders and faculty regularly:</i>		
Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community		
Indicator	Questions	School Leadership Responses
3.1 (a)		
3.1 (b)		
3.1 (c)		

3.1 – Goals and Action Plans (continued)

--

4.1 Teacher Support and Supervision – Systems for Improvement

To what extent do school leaders and faculty regularly:		
Observe teachers using the Danielson <i>Framework for Teaching</i> along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection		
Indicator	Questions	School Leadership Responses
4.1 (a)		
4.1 (b)		
4.1 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to State standards and expectations for culturally responsive and sustaining educational practices		
5.1 (c)		

4.1 – Teacher Support and Supervision (continued)

--

4.2 Teacher Teams and Leadership Development – Systems for Improvement

<i>To what extent do school leaders and faculty regularly:</i>		
Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning		
Indicator	Questions	School Leadership Responses
4.2 (a)		
4.2 (b)		
4.2 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to State standards and expectations for culturally responsive and sustaining educational practices		
5.1 (c)		

4.2 – Teacher Teams and Leadership Development (continued)

--

Teachers

Suggested Questions – Meetings with Teachers

Instructional Core (1.1, 1.2, 2.2)

1.1 Curriculum

- What adjustments have been made by teachers to curricular materials to build coherence across grades and subject areas? (1.1a)
- How have the curricula evolved to ensure that the content represents the background of all students, their community, and international perspectives to be in alignment with the State standards and the expectations of culturally responsive-sustaining education practices (CRSE)? Provide specific examples (unit plans are not necessary to provide). (1.1a)
- What CRSE-based adjustments have been made by teachers to curricular materials this year to build coherence across grades and subject areas? (1.1a)
- What decisions have school leaders and teachers made to ensure curricula is inclusive and supports diversity? (1.1a)
- Share a rigorous task and explain how you determined the appropriate level of rigor for your students. (1.1b)
- How do teachers use data and student work to plan the curricula, lesson plans, and/or tasks to meet the diverse needs of all students? (1.1c)
- How do teachers plan for the needs of the varied learners in the classroom? (1.1c)
- What is the process for modifying, revising, and extending the curricula to meet the needs of varied learners? What informs the modifications? (1.1c)
- Describe a task/project that teachers created or used and how planning incorporated students' strengths and needs. (1.1c)

1.2 Pedagogy

- What are the school's core beliefs about how students learn best? (1.2a)
 - How are the school's core beliefs about how students learn best coherently reflected in classrooms and teaching practices? (1.2a)
 - How are the school's core beliefs about how students learn best reflected in student work products across grades and subject areas? Can you provide any examples? (1.2a)
- What evidence of culturally responsive and sustaining educational practices can be seen in classrooms? (1.2a)
- How do teachers support students who need extra help or acceleration? (1.2b)
- How do teachers prepare for the learning needs of all learners including MLs/ELLs, students with disabilities, low and high performers, and historically marginalized groups? (1.2b)
- In what ways do you ensure that your instruction represents multiple perspectives, cultures, and backgrounds? (1.2b)
- In what ways do you use your students' prior knowledge to make your lessons relevant to their everyday life? (1.2b)
- Describe a task/project/presentation in class where students had a choice and took the lead on making the final piece something that reflected their thoughts, ideas and/or interests. (1.2c)
- How often do students participate in classroom discussions with a partner, in a small group, or whole-class discussion? (1.2c)

2.2 Assessment

- How do teachers develop a shared language across grades and content areas when using or creating assessments, rubrics, and grading policies that help paint a picture of student mastery? (2.2a)
- What have teachers learned from schoolwide assessment data to date and how has it impacted teaching and learning? (2.2a)
- How do teachers provide feedback to students? (2.2a)
- How do teachers use assessment data to prioritize and make informed adjustments to curricula or instruction? Can you give a specific example? (2.2b)
- How are data-based adjustments made to curricula and instruction providing all students, including MLs/ELLs, students with disabilities and students who have been historically marginalized, with supports that:
 - build on students' strengths,
 - provide for continuity,
 - accelerate learning? (2.2b)
- How do teachers use common assessments to address the school's teaching and learning goals with all students, including MLs/ELLs, students with disabilities and students who have been historically marginalized across grades and content areas? (2.2b)
- Provide an example of what the data has revealed and the actions taken to address findings. (2.2b)
- How do teachers check and monitor for student understanding in classrooms? What instructional adjustments do teachers make in response? (2.2c)
- What opportunities do students have for self-assessment? (2.2c)

School Culture (1.4, 3.4)

1.4 Learning Environment

- What is the school's theory of action regarding culture building, discipline, and social-emotional support and how did school staff decide on this theory of action/approach? (1.4a)
- How is this theory of action/approach communicated to all stakeholders? (1.4a)
- What types of leadership opportunities exist students? How many students participate in these opportunities? (1.4a)
- How does the school acknowledge and include students in different decision-making processes? (1.4a)
- How do school staff promote positive personal and academic behaviors of students? (1.4b)
- How is social-emotional learning supported schoolwide? (1.4b)
- What structures are in place to address student needs related to attendance, social-emotional learning, and guidance/advisement? (1.4b)
- How do school leaders, faculty, and staff create student learning experiences and/or supports to promote academic and personal behaviors? (1.4c)
- How does the school communicate, support, and celebrate student behavioral and academic expectations to staff and families/caregivers? (1.4c)
- What support do teachers receive around how to incorporate students' cultural and linguistic backgrounds into their practice? (1.4c)
- How has professional learning supported teachers in providing support to all students that develop and strengthen their academic and personal behaviors? (1.4c)

3.4 High Expectations

- How are professional learning and teacher feedback aligned to the schoolwide expectations and support teachers in establishing goals and meeting expectations? (3.4a)
- What ongoing professional learning is in place to support stated high expectations? (3.4a)
- How are staff held accountable for meeting high expectations? How do teachers hold themselves and others accountable for meeting schoolwide expectations? (3.4a)
- What are the schoolwide expectations and how are these embedded in classrooms? (3.4a)

- How do school leaders and staff communicate students' progress toward meeting expectations to families/caregivers? (3.4b)
- What has been the impact of the school's communication and support to families/caregivers on students' progress? (3.4b)
- What types of leadership opportunities do teachers create for students? How many students participate in these opportunities? (3.4c)

Systems for Improvement

1.3 Leveraging Resources

- What resources (e.g., technology, professional learning, partnerships) have increased student achievement? How do you know? (1.3a)
- How do you ensure your space aligns to your instructional needs? (1.3a)
- How has the recent purchases/acquisition of _____ led to more meaningful student work products? (1.3a)
- How do school staff determine the best resources to align with your instructional goals? What criteria are used and how is efficacy monitored? (1.3a)
- What structures are in place to allow time for teachers to respond to the learning needs of students? (1.3b)
- How do teacher schedules provide opportunities/planning time to “improve instruction that engages all students in challenging tasks?” Provide some examples. (1.3b)
- How are hiring decisions made? Tell me about some of the recent hires at the school. Were teachers part of those decisions? (1.3c)
- What kind of student groupings and interventions are in place to meet the needs of MLs/ELLs, students with disabilities, and historically marginalized groups to ensure the closing of the achievement gap? (1.3c)
- How do school staff ensure that MLs/ELLs and students with disabilities are in the appropriate setting (indicated by individual student data, an IEP, or State mandate)? (1.3c)

3.1 Goals and Action Plans

- What are the school's goals this year? How do they connect to the vision for school improvement, or theory of action, and how is it connected across initiatives? (3.1a)
- How do school staff track for progress and adjust the goals to accelerate student learning? What system do you use to track this data? (3.1a)
- How are data analysis results used to improve teacher practice and student outcomes in classrooms and used to work towards closing the achievement gap? (3.1b)
- How did the school arrive at these goals and develop the subsequent action plans? What informed these decisions?
 - For individual and groups of teachers?
 - For teacher teams and inquiry work? (3.1b)
- How is data gathered, analyzed, and used to inform goals? (3.1c)
- Who had input into creating school goals? (3.1c)
- What role do teachers play in goal setting and action planning? (3.1c)
- What schoolwide methods do teachers have for communicating progress towards benchmarks and goals? (3.1c)
- How do school staff communicate progress towards meeting benchmarks in school improvement goals to all its stakeholders? (3.1c)

4.1 Teacher Support and Supervision

- How are cycles of teacher observations used to support teacher development? (4.1a)
- What supports have teachers received that have improved instructional practice and from whom? (4.1a)
- How have you applied recommended next steps to your lessons and unit planning? (4.1a)

- How are student work/data analyzed to inform next steps? (4.1a)
- How are teacher goals developed, monitored, and used to inform teacher development? (4.1b)
- How are you supported in making progress toward your professional goals and by whom? (4.1b)
- What are some examples of feedback and next steps that articulate clear expectations for teacher practice? (4.1b)
- How does feedback connect to the Danielson *Framework for Teaching*? (4.1b)
- How has professional learning supported your strengths, needs, interests and assignments? (4.1c)
- How do school leaders support leadership opportunities for the staff? (4.1c)

4.2 Teacher Teams and Leadership Development

- What are examples of inquiry-based teacher team activities that resulted in
 - increased teacher capacity?
 - increased student achievement for all learners? (4.2a)
- What has been the impact of teacher team work thus far? (4.2a)
- How are teacher team meetings structured to ensure they are effective and productive? (4.2a)
- What is the schoolwide instructional focus for this year? (4.2a)
- How has teamwork supported instructional coherence? (4.2a)
- To what extent do teacher teams use student work and data to inform decisions about teaching and learning? (4.2b)
- To what extent do teacher teams analyze their practice to inform decisions about teaching and learning? (4.2b)
- How do teacher teams track student progress toward meeting goals? (4.2b)
- Can you share evidence of teamwork resulting in:
 - progress for groups of students?
 - shared improvements in teacher practice? (4.2b)
- What are some structures currently in place that illustrate and support distributive leadership? (4.2c)
- How has distributive leadership practices incorporated teacher voice in key decisions that affect student learning across the school? (4.2c)
- What leadership roles do teachers currently hold and what are the responsibilities of those roles? (4.2c)
- What key decisions have teachers been a part of that impact school improvement? (4.2c)

5.1 Monitoring and Revising

- What processes are in place for teachers to regularly evaluate and adjust curricula and instructional practices? How do you ensure the transparency of the process and adjustments made? (5.1a)
- How do teachers evaluate the effectiveness of the curricula, instructional approaches, and assessments to ensure alignment with the State standards? (5.1a)
- What processes have teachers established to analyze data on school environment and culture across the year? Provide an example of a recent finding and an adjustment that's been made. (5.1b)
- How are faculty involved in decision making and action planning around school culture and academic expectations? Can you provide an example? (5.1b)
- What processes does the school have in place to regularly evaluate and adjust teacher evaluation and professional development? (5.1c)
- What processes does the school have in place to regularly evaluate and adjust teacher team practices and distributive leadership practices? How do you know these procedures are working effectively? (5.1c)

- What process does the school use to assess the effectiveness of instructional support practices? What adjustments have been made? (5.1c)
- How do teachers evaluate the effectiveness of their use of (name specific resource)? What adjustment have been made to use them more effectively and why? What were the results? (5.1c)

Teacher Team Observation

The reviewer, in collaboration with the school leader, will select one team of teachers observe as they engage in a process that addresses the connection between student work and/or data and resulting teacher actions, including pedagogical or curricular modifications, leading to implications for student learning.

Teacher Team Observation	
Team Type (grade level, etc.):	Topic of Inquiry/Guiding Question:
Notes:	

Teacher Q&A 1

The reviewer will meet with a group of teachers selected by the school leader representing the various content areas, grades, and teacher teams.

Questions	Responses

Teacher Q&A 2

The reviewer will meet with a group of teachers selected by the school leader representing the various content areas, grades, and teacher teams.

Questions	Responses

Students

Suggested Questions – Meetings with Students

Instructional Core (1.1, 1.2, 2.2)

1.1 Curriculum

- In what ways does the curriculum represent a racially and culturally diverse perspective? Do you learn about your or other cultures in your classes/courses? Can you share an example? (1.1a)
- From your portfolio, please select a task/project that was challenging. Why was it a challenge? How did you meet the challenge? (1.1c)

1.2 Pedagogy

- How do you learn best? (1.2a)
- How do your teachers incorporate how you learn best in your daily learning? (1.2b)
- How do your teachers help you develop your skills? If you have more than one teacher, do they have common ways of helping you? (1.2b)
- What do you do when you need help? How do you know what to do when you need help or support? (1.2b)
- What do you do if you finish your work before others? (1.2b)
- How do teachers integrate yours or other students' backgrounds, passions, interests, learning styles, and lived experiences into the curricula? (1.2b)
- Describe a task/project/presentation in class where you had a choice and took the lead on making your final piece something that reflected your thoughts, your ideas, and/or your interests. (1.2c)
- Describe an assignment where you collaborated with other students in your class. (1.2c)
- How often do you participate in classroom discussions with a partner, in a small group, or whole-class discussion? (1.2c)
- How have other people helped you to make your work better? Can you give an example? (1.2c)
- When you think about your experience in your classes, how would you describe it? What advice would you give to your teachers to make your learning experiences better? (1.2c)
- In your opinion, is your perspective listened to during discussions? (1.2c)
- Are you encouraged to share alternate solutions and/or experiences? (1.2c)

2.2 Assessment

- How do teachers provide you with feedback on your work? (2.2a)
- Provide an example of a time when you did not understand what your teacher taught and what next steps were taken. (2.2c)
- Do you assess/check your own work? How does that help you? (2.2c)

School Culture (1.4, 3.4)

1.4 Learning Environment

- In what ways do your teachers demonstrate respect for your culture/background? (1.4a)
- Are there examples you can provide when students have had opportunities to make decisions that positively impacted school improvement? (1.4a)
- Do school leaders acknowledge and include you in different decision-making processes? (1.4a)
- Do you feel that you are safe, included/valued, and treated with respect while in school? Why and how? (1.4a)

- Are you known well by at least one adult on staff who is focused on your social-emotional and academic well-being? Can you give an example of how this has impacted your success? (1.4b)

3.4 High Expectations

- How often do you receive feedback about your work from a staff member, and how are you supported towards progressing towards the grade-level expectations? (3.4c)
- How do school staff let you know what is expected of you? (3.4c)
- How do you know how well you're doing in school (e.g., passing classes, on track for promotion or graduation, personal development)? How do you know you are on track? What do you do if you are off track? (3.4c)
- In what ways do you take ownership of your learning experiences? (3.4c)
- How are your teachers, school leaders, and other staff preparing you for the next level (e.g., grade, graduation, college or career)? (3.4c)

Large Group Student Meeting

The reviewer selects eight students for the large group, and the school leader selects two. This group should include all demographic groups represented within the school including students across genders, grade levels, ethnicities, achievement levels, English Language Learners, historically marginalized groups, and students with disabilities

Questions	Responses

Large Group Student Meeting (continued)

Small Group Student Meeting

The reviewer selects four students and the school leader selects two students. This group should strategically reflect a range of student needs and performance. All students should come to this meeting with a minimum of three various work samples—such as writing, problem-solving, lab reports, and projects—from different subject areas that reflect the school’s expectations for learning and assessment.

	Name	Grade	Notes	NYS-ELA	NYS-Math
1					
2					
3					
4					
5*					
6*					

* School Selected

Questions - General	Student Responses

Small Group Student Meeting (continued)

Student	Task	Questions and Responses – Targeted	Indicator(s)

Parents

Suggested Questions – Meeting with Parents

Instructional Core

1.2 Pedagogy

- How is your child supported if they do not understand the work or task? If it's too easy? (1.2b)
- How do you know the work your child is engaged with is appropriately challenging? (1.2b)

2.2 Assessment

- How does your child routinely get feedback from teachers on their work? (2.2a)

School Culture

1.4 Learning Environment

- How do school leaders and faculty involve families in decision-making and school improvement efforts? (1.4a)
- Do you feel that your child is safe, included, valued, and treated with respect while in school? Why and how? (1.4a)
- Is your child known well by at least one adult at the school who is focused on your child's social-emotional and academic wellbeing? Can you give an example of how this has impacted your child's success? (1.4b)
- How does the school communicate and support student behavioral and academic expectations to families/caregivers? (1.4c)

3.4 High Expectations

- How do teachers and school leaders communicate with you regarding schoolwide expectations and activities that are extended to support your child at school and at home? (3.4b)
- What has been the impact of the school's communication on your child's academic progress toward the next grade level and post-secondary readiness? (3.4b)
- Can you provide an example of how families/caregivers are active, effective, and inclusive members of the school community to support students on a path to college and career readiness? (3.4b)
- How are teachers, school leaders, and other staff preparing your child for the next level (e.g., next grade, graduation, college or career)? (3.4c)
- How does your student know how well they're doing in school (e.g., passing classes, on track for promotion or graduation, personal development)? What happens if they are off track? (3.4c)

Systems for Improvement (1.3, 3.1, 4.1, 4.2, 5.1)

- What opportunities do parents have to contribute ideas for change at the school? (3.1c)
- How does the school communicate progress toward benchmarks and school improvement goals? (3.1c)

Meeting with Parents

Questions	Responses

Looking at Student Work Tool

Task	Source	Notes	(sub) Indicator(s)

Task	Source	Notes	(sub) Indicator(s)

Classroom Visitation Tool

CV-1

Classroom Visitation Tool			
Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject:	Time:	# of Students:
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:		
Low-Inference Notes			
What is the teacher doing?		What are the students doing?	

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

Classroom Visitation Tool			
Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject:	Time:	# of Students:
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:		
Low-Inference Notes			
What is the teacher doing?		What are the students doing?	

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

Classroom Visitation Tool

Reviewer:		Teacher(s):	
Date:		Additional Participants:	
Grade(s)/Subject:		Subject:	Time: # of Students:
Lesson portion viewed:		<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:	

Low-Inference Notes

What is the teacher doing?

What are the students doing?

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

Classroom Visitation Tool			
Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject:	Time:	# of Students:
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:		
Low-Inference Notes			
What is the teacher doing?		What are the students doing?	

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

Classroom Visitation Tool

Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject:	Time:	# of Students:
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:		

Low-Inference Notes

What is the teacher doing?

What are the students doing?

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

Classroom Visitation Tool

Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject:	Time:	# of Students:
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:		

Low-Inference Notes

What is the teacher doing?

What are the students doing?

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

**Beliefs
(1.2a)**

**Multiple Entry Points
(1.2b)**

**DOK Level of Task
(1.2b, 1.2c)**

**Extensions
1.2b**

**Ownership
(1.2c)**

**Checks for Understanding
Student Self-assessment
(2.2c)**

**Inclusive Culture
(1.4a)**

CV-8

Classroom Visitation Tool			
Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject:	Time:	# of Students:
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:		
Low-Inference Notes			
What is the teacher doing?		What are the students doing?	

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

**Beliefs
(1.2a)**

**Multiple Entry Points
(1.2b)**

**DOK Level of Task
(1.2b, 1.2c)**

**Extensions
1.2b**

**Ownership
(1.2c)**

**Checks for Understanding
Student Self-assessment
(2.2c)**

**Inclusive Culture
(1.4a)**

CV-10

Classroom Visitation Tool

Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject:	Time:	# of Students:
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:		

Low-Inference Notes

What is the teacher doing?

What are the students doing?

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

Classroom Visitation Tool

Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject:	Time:	# of Students:
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:		

Low-Inference Notes

What is the teacher doing?

What are the students doing?

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

Classroom Visitation Tool

Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject:	Time:	# of Students:
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:		

Low-Inference Notes

What is the teacher doing?

What are the students doing?

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

**Beliefs
(1.2a)**

**Multiple Entry Points
(1.2b)**

**DOK Level of Task
(1.2b, 1.2c)**

**Extensions
1.2b**

**Ownership
(1.2c)**

**Checks for Understanding
Student Self-assessment
(2.2c)**

**Inclusive Culture
(1.4a)**

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

Classroom Visitation Tool

Reviewer:		Teacher(s):	
Date:		Additional Participants:	
Grade(s)/Subject:		Subject:	Time: # of Students:
Lesson portion viewed:		<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:	

Low-Inference Notes

What is the teacher doing?

What are the students doing?

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

School Leader's Choice

School Leader's Choice (Event 1)

Event Information		
Time:	Date:	Location:
Event Type:	Relevant Indicator(s):	
Participants:		

Notes

School Leader's Choice (Event 2 – Optional)

Event Information		
Time:	Date:	Location:
Event Type:	Relevant Indicator(s):	
Participants:		
Notes		

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	
Inclusive Culture (1.4a)	

CV-PC-2 (Optional)

Classroom Visitation Tool			
Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject:	Time:	# of Students:
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Spec. Ed. <input type="checkbox"/> ICT <input type="checkbox"/> ENL <input type="checkbox"/> Other:		
Low-Inference Notes			
What is the teacher doing?		What are the students doing?	

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

**Beliefs
(1.2a)**

**Multiple Entry Points
(1.2b)**

**DOK Level of Task
(1.2b, 1.2c)**

**Extensions
1.2b**

**Ownership
(1.2c)**

**Checks for Understanding
Student Self-assessment
(2.2c)**

**Inclusive Culture
(1.4a)**

Debrief Meetings Tool

Day 1 Debrief

Date	Time	Location
Participants		
Reviewer's Evaluation of Evidence and Feedback to the School Leader		
School Leader's Response		
Key Points for Follow Up		

Day 2 Debrief

Date	Time	Location
Participants		
Reviewer's Evaluation of Evidence and Feedback to the School Leader		
School Leader's Response		
Key Points for Follow Up		

Culminating Conversation Tool

School DBN	Date/Time	Participants
Culminating Conversation		
<p>Reminder of Format and Norms:</p> <ul style="list-style-type: none"> ➤ The conversation is designed to be collaborative with school leaders actively participating to make meaning of the feedback provided. ➤ The reviewer opens the conversation by confirming that the school leader and those joining have had an opportunity to review the School Draft of the Quality Review Report. ➤ If the school leader shares that the document has not yet been reviewed, the reviewer provides a few moments for the school leader to do so, “Let’s turn off our cameras and take five minutes to review the Quality Review Report, we will resume the culminating conversation at (__: __)”. ➤ The reviewer reviews the Culminating Conversation norms: <ul style="list-style-type: none"> ○ Maintain respectful dialogue ○ Focus on evidence and avoid assumptions ○ Build collaborative understanding of the rating ○ Follow virtual norms (e.g., use the chat and reaction feature) ➤ The reviewer briefly explains the structure of the Culminating Conversation. ➤ The conversation is meant to be a collaborative discussion to share thoughts and questions about the feedback provided in the Quality Review Report beginning with the AoC and AoF and any other indicator/sub-indicator they would like to discuss in more detail within the allotted timeframe. ➤ There will then be an opportunity for the school leader to ask clarifying questions ➤ The reviewer responds to questions. <ul style="list-style-type: none"> ○ If there are any notable concerns or questions, reviewers should contact their senior director following the Culminating Conversation. ○ If the school leader raises any factual inaccuracies in the Quality Review Report, the reviewer will note the details to inform revisions after the Culminating Conversation explain the next steps in the process. ➤ The reviewer shares that the school leader should expect an email from the program associate for verification, along with a short survey. ➤ Reviewers close the meeting by thanking the school leader and the school community for their collaboration. 		

Choose an item.	Area
1.1 Instructional Core: Curriculum	Rating Roll up: U, D, P, WD
1.1a:	Choose an item.
1.1b:	Choose an item.
1.1c:	Choose an item.

Choose an item.	Area
1.2 Instructional Core: Instruction	Rating Roll up: U, D, P, WD
1.2a:	Choose an item.
1.2b:	Choose an item.
1.2c:	Choose an item.

Choose an item.	Area
2.2 Instructional Core: Assessment	Rating Roll up: U, D, P, WD
2.2a:	Choose an item.
2.2b:	Choose an item.
2.2c:	Choose an item.

Choose an item.	Area
1.4 School Culture: Positive Learning Environment	Rating Roll up: U, D, P, WD
1.4a:	Choose an item.
1.4b:	Choose an item.
1.4c:	Choose an item.

Choose an item.	Area
3.4 School Culture: High Expectations	Rating Roll up: U, D, P, WD
3.4a:	Choose an item.
3.4b:	Choose an item.
3.4c:	Choose an item.

Choose an item.	Area
1.3 Systems for Improvement: Leveraging Resources	Rating Roll up: U, D, P, WD
1.3a:	Choose an item.
1.3b:	Choose an item.
1.3c:	Choose an item.

Choose an item.	Area
3.1 Systems for Improvement: Goals and Action Plans	Rating Roll up: U, D, P, WD
3.1a:	Choose an item.
3.1b:	Choose an item.
3.1c:	Choose an item.

Choose an item.	Area
4.1 Systems for Improvement: Teacher Support and Supervision	Rating Roll up: U, D, P, WD
4.1a:	Choose an item.
4.1b:	Choose an item.
4.1c:	Choose an item.

Choose an item.	Area
4.2 Systems for Improvement: Teacher Teams and Leadership Development	Rating Roll up: U, D, P, WD
4.2a:	Choose an item.
4.2b:	Choose an item.
4.2c:	Choose an item.

Choose an item.	Area
5.1 Systems for Improvement: Monitoring and revising Systems	Rating Roll up: U, D, P, WD
5.1a:	Choose an item.
5.1b:	Choose an item.
5.1c:	Choose an item.

Culminating Conversation Tool

Participants		
Date:	Time:	Location:
School Leader's Response		
Additional Evidence Offered by School Leader or Other Participant		