

Quality Review School Quality Expectations 2018-2019

Evidence gathered during the Quality Review process will be assessed based on criteria outlined in the Quality Review Rubric for the 10 Quality Indicators. Below are examples of evidence of school practices and their resulting impact, aligned to all 10 indicators and their sub-indicators. These examples are not meant to serve as an exhaustive checklist, but rather as guidance for school communities about expectations of well-developed practices that support effective teaching and learning.

1.1 Curriculum

To be Well Developed:

- School leaders and teachers can articulate how they ensure curricula are aligned to the Common Core Learning Standards and other content area standards; they can also articulate a chosen strategy for integrating the instructional shifts. As a result, there is curricular coherence across grades and subjects. Curricular coherence is defined as the fluid connection and coordination between the learning objectives, standards, or instructional practices across grades and subject areas. (a)
- The school has clearly defined criteria for what it means to exit a grade level and to attain the enduring understandings and key skills that ensure success in college and career. (a)
- School leaders and teachers integrate the instructional shifts by making purposeful connections between the shifts and the topics in each subject, within a grade and as students advance through the grades, so as to promote college and career readiness. (a)
- Rigorous habits and higher order skills—such as those that require students to create their own meaning, integrate skills into processes, and use what they have learned to solve real world problems—are identified, defined, and embedded within curricula and academic tasks coherently across grades and subjects. (b)
- Curricula and academic tasks require students, including English Language Learners (ELLs) and students with disabilities, to think accurately and with clarity, identify and consider multiple meanings and interpretations, take and support positions, resist impulsivity and engage in disciplined inquiry and thought, use and adapt what they know, deal with ambiguity, and demonstrate their thinking in new learning situations. (b)
- Habits, as follows, are explicitly embedded in classroom instruction and academic tasks: listening with understanding and empathy, thinking flexibly, using metacognition, questioning and problem posing, applying past knowledge to new situations, thinking and communicating with clarity and precision, creating, imagining, and innovating, taking responsible risks, thinking interdependently, and remaining open to continuous learning. (b)
- Curricula and tasks across grades and subjects challenge all students, including ELLs and students with disabilities, to think critically, ensuring that students can demonstrate their thinking through the work products they are asked to create. (b)
- Teachers across grades and subjects use student work and data to plan and refine curricula and academic tasks in order to cognitively engage all students, including lowest and highest achieving students. (c)

- School leaders and teachers provide a data-based rationale that identifies areas of growth or achievement gaps for all students, including ELLs, students with disabilities, and other subgroups. The rationale also explains how curricula and academic tasks are planned and refined so that all students access curricula and tasks and are cognitively engaged at a level consistent with the academic expectations for that grade level or beyond. (c)
- Lesson planning documents reflect teachers' understanding of diverse students' linguistic differences and other needs and available resources, including technology, resulting in a series of learning activities that engage students in high-level cognitive activity. Lesson and unit structures allow for different pathways to understanding according to diverse student needs. (c)
- Curricula and academic tasks include appropriate scaffolds and differentiated strategies to engage students, advance them through the content, and assess their understanding as evidenced by their work products. (c)

1.2 Pedagogy

To be Well Developed:

- Across a preponderance of classrooms, teacher practices consistently reflect and support schoolwide beliefs about how students learn best; teachers and school leaders can articulate how those beliefs are informed by the Danielson *Framework for Teaching*, aligned to curricula, and shaped by teacher team and faculty input. (a)
- Instruction, outcomes, strategies, and learning activities are derived from standards-based curricula and reflect school leaders' espoused beliefs about optimal student learning situations; beliefs are influenced by the priorities of the Danielson *Framework for Teaching* and Common Core instructional shifts. (a)
- Instructional student groups are organized thoughtfully and are varied as appropriate; they build on student strengths and incorporate student choice, as appropriate, to maximize learning. (b)
- Teaching strategies and instructional tasks address the needs of individual students and subgroups, such as ELLs, students with disabilities, and the lowest and highest achieving students. (b)
- Across classrooms, teachers strategically use scaffolds, questioning, opportunities for choice, and other teaching practices to create a variety of ways for students to access the content or task, be supported in learning, or extend it to different possible endpoints, so all students show mastery of the learning objectives and corresponding standards. (b)
- Teaching practices include scaffolded opportunities for all students to engage in learning experiences such as inquiry, project-based and collaborative learning, questioning, and discussions that promote high levels of thinking. Strategic use of scaffolding techniques, that may be in students' native language(s), including modeling, needs-based grouping, activating prior knowledge, effective use of graphic organizers, visuals, imagery, technology, and a variety of academic vocabulary supports, provide multiple entry points to lessons and tasks for all learners. (b, c)

- Teachers across classrooms provide students with challenging learning tasks that require critical thinking, analysis, and problem solving. Additionally, tasks encourage inquiry, collaboration, and ownership among students. (c)
- Teachers use a progression of leveled questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. These high-quality questions encourage students to make connections between concepts or events previously believed to be unrelated and arrive at new understandings of complex material. (c)
- Students formulate questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. (c)
- Students, across the vast majority of classrooms, produce work and engage in discussions that reflect critical thinking, creativity, innovation, and problem-solving, as well as student ownership of the learning process. (c)
- Ample student-to-student dialogue, using academic vocabulary and evidence-based accountable talk, is built into the lesson. Students can articulate what they are working towards, why it is important, and how they help determine the direction of lessons. (c)

2.2 Assessment

To be Well Developed:

- Teachers and school leaders articulate coherent reasons for assessment choices; assessments are aligned to Common Core or content standards in the curriculum. These choices deliver a range of data, some daily, some monthly, and some quarterly, to sustain collaborative inquiry and continuously improve instruction. (a)
- Teachers assess all learning outcomes, which are aligned to the curricula, using a wide variety of assessment strategies. The analysis of the results of these assessments show clearly which students and which sub-groups of students are performing at mastery levels for those learning outcomes. (a)
- Students articulate and apply an understanding of next steps for improvement based on feedback they have received. They are also able to make meaning of criteria found within rubrics that are used to assess their work. (a)
- Teachers collaborate on designing and modifying common gradewide, curriculum-aligned assessments, rubrics, and grading policies that are customized to address data-defined student and subgroup needs. These tools are used by teachers and school leaders to track progress towards goals across grades and subject areas and make instructional decisions. (a, b)
- A variety of feedback to students from both teachers and peers is accurate, specific, timely, and advances learning. (a, c)
- Teachers in teams determine important topics to assess with common formative assessments. Teachers effectively unpack the standards and analyze the instructional shifts for those topics to pinpoint concepts and skills students need to know and be able to do. The validity and reliability of school-level assessments are ensured through the consistent,

collaborative structures for norming and interpretation of evidence used to evaluate student performance. (b)

- Teacher teams agree on learning goals and benchmark performances for units, tasks, and courses prior to designing or using formative assessments to measure student mastery of the goals. (b)
- Teachers, individually or as part of collaborative teams, effectively analyze assessment data to glean information about students' performance and learning needs relative to the learning goals. Teachers then accurately identify specific instructional responses to the data, which might include re-teaching content, changing instructional approaches to meet the needs of all students, and developing more challenging tasks or units of study. Adjustments to lessons and tasks are effective and teachers can produce evidence of the impact of their instructional responses on student progress. (b)
- Teacher monitoring of student understanding during lessons is visibly active and continuous: the teacher is constantly taking the pulse of the class and making frequent use of strategies such as cold calling, questioning for explanation, stop-and-jot prompts, and real-time student response technology to elicit information about individual student understanding and trends, resulting in purposeful, in-the-moment adjustments to instruction. (c)
- Students consistently self- or peer-assess against assessment criteria and monitor their own understanding and progress. As a result, they are able to articulate their next learning steps. (c)

1.4 School Culture

To be Well Developed:

- Culture-building efforts are informed by an articulated theory of action, targeted academic and personal behaviors, normed cultural expectations, or research-based character-building practices that are implemented schoolwide. Teacher practices and student behavior reflect these culture-building efforts. (a)
- Interactions between school community members within all school spaces are respectful. In addition, interactions within instructional spaces support intellectual risk taking, high levels of student participation and engagement as well as the school's identified instructional beliefs or goals. (a)
- Structures are in place for students to have positive impact on school improvement, and there are clear examples of student-initiated decisions within the school. (a)
- Expectations, experiences, and/or supports are in place that result in students' ability to feel comfortable and safe in the school given the various aspects of their identities such as race, gender, ethnicity, sexual orientation, religion, social class, physical ability, citizenship status, and body type. (a)
- Structures and expectations of staff, beyond the instruction of academic content, ensure that consistent relationships with children are developed and maintained resulting in personalized guidance and support when needed. (b)

- Parents and students can speak to specific instances when a staff member provided valuable social-emotional support to a student. (b)
- Students embody some combination of persistence, engagement, work habits and organizational skills, effective communication and collaboration skills, and self-regulation as a direct result of the school's social-emotional support and education structures. (b, c)
- School staff receives professional development to ensure that students learn and practice the use of prioritized academic and personal behaviors. (c)
- Parents and students can speak to specific life skills that the students have learned by reflecting on the growth which resulted from being a student in the school. (c)

3.4 High Expectations

To be Well Developed:

- School leaders create an elevated level of clear expectations for all staff, which are evidenced throughout the community through verbal and written structures, such as new teacher orientations, teacher team work, ongoing professional learning experiences, a staff handbook, school website, or observation feedback, that foster a culture where accountability for those expectations is reciprocal between all constituents. (a)
- The school has professional development opportunities that support the school's goals, instructional foci, and elements of the Danielson *Framework for Teaching* to ensure that learning for all stakeholders consistently reflects high expectations. (a)
- School leaders and other staff members work as a team in study groups, planning sessions, and other professional collaborations, establishing a culture of professionalism that results in a high level of success in teaching and learning across the school. (a)
- Staff members provide ongoing, clear lines of verbal and written communication to families about promotion, graduation, and college and career readiness. Effective forms of communication may include online progress reports, student performance data portals, emails, letters, phone calls, parent handbook, and student handbook. These communications deepen parents' understanding of college and career readiness expectations for their children and empower them to support their children in meeting or exceeding those expectations. (b)
- The school orchestrates multiple ongoing events, such as parent-teacher conferences, parent information sessions and workshops, and student-led conferences, to partner with and engage families in learning, fostering their participation in a culture of high expectations connected to college and career readiness. As a result, parents and families play specific roles in ensuring that students meet or exceed those expectations. (b)
- Teachers and other staff have a set of clear, systematic structures, such as advisory, guidance, or college counseling, for articulating high expectations and sharing information with students, leading to student progress towards mastery of Common Core Learning Standards and college and career readiness expectations. (c)
- Staff members have established a culture for learning that provides all students, including those in high-need subgroups, with focused, effective feedback including clear next steps

that promote student accountability for learning goals and expectations that prepare them for the next grade while ensuring their ownership of the learning process. (c)

- Students are able to articulate an understanding of what is expected of them to reach the next level in their educational journey as well as areas where they have met such expectations. (c)

1.3 Leveraging Resources

To be Well Developed:

- Decisions around the allocation of funds, space, technology, contracted personnel, and/or organizational partners are aligned to the school's mission, instructional goals, and long-range action plans. There is a clear connection between these organizational decisions and students' ability to meet instructional goals, academic and personal behavior behaviors, and/or college and career readiness expectations as evidenced in the work they engage in and the products they produce. Student work products are rigorous and reflect the resources that have been organized to provide them with a variety of challenging programming, such as advanced courses, college partnerships for credit-bearing courses, and use of technology. (a)
- Consultants and coaches are strategically assigned to professionally develop and assist staff members in areas aligned to school goals. There is a clear connection between the support provided by such consultants and an increase in the quality of teaching and improvement in student outcomes. (a)
- Staff programs include regularly scheduled time that is explicitly used for professional collaborations that are focused on school goals. Teachers have a variety of regularly scheduled meetings and team-oriented learning opportunities such as grade team meetings, subject-specific departmental work, planning sessions, kid-talk discussions, and attendance team work which directly result in students being engaged in challenging work. (b)
- In addition to school leadership, staff and age-appropriate students have meaningful roles in determining who joins their staff. The process by which new staff members are hired is thoughtful and responsive to student needs and the promotion of college and career readiness for all learners. (c)
- Teachers are assigned to courses that leverage their strengths and align with their certification(s), while ensuring that they are matched with the students who need them most. (c)
- Student programs, including scheduled interventions, reflect an understanding of what students need in order to meet high expectations and be ready for the next level of their education. (c)

3.1 Goals and Action Plans

To be Well Developed:

- A clear vision, theory of action, and rationale inform the creation of school goals as evidenced in documents as well as what is articulated by school community members. Documents may include the CEP, meeting minutes, and professional learning materials. (a)

- All school goals are tracked resulting in purposeful modifications as needed to ensure student social-emotional and academic growth. (a)
- Data from various sources are used to set goals and benchmarks as well as determine plans for meeting them. Data is purposefully collected and analyzed over the course of the year to track the improvement of teaching and learning and raise student achievement. (b)
- All school community constituents, including parents, are meaningfully involved in the generation of school goals as well as decisions related to those goals. (c)
- Members of each of the school community's constituencies can articulate the school's goals as well as their constituency's role in helping achieve those goals. (c)

4.1 Teacher Support and Supervision

To be Well Developed:

- School leaders and teacher peers use low-inference and focused observations that are aligned to the Danielson *Framework for Teaching* and any other instructional framework pertinent to the school's vision and mission, for example, International Baccalaureate or Expeditionary Learning. These observations capture the strengths and challenges of teachers' pedagogy and provide a clear picture of next steps, resulting in instructional changes that positively affect student performance. (a)
- Support for teachers and staff is based on an analysis of student and teacher data and work products. Professional goals and learning experiences are structured around the Danielson *Framework for Teaching* and produce improved teacher practice and student progress. (a)
- The principal is able to name one or two teachers in various categories (ineffective, developing, effective, highly effective) and discuss clear trajectories of those teachers along with their data, feedback history, and next steps. (a)
- Ongoing cycles of focused observations of classroom practice and follow-up support leads teachers to understand their strengths and challenges and to implement the articulated next steps, resulting in improved classroom practices and student outcomes. (a, b)
- Across multiple teachers, next steps in observation notes consistently align with school and teacher goals and are part of a strategic, articulated plan of action in place to improve teacher practice. (b)
- The majority of teachers and school leaders can articulate how teachers' collaboratively develop goals, which are clearly linked to schoolwide goals and aligned to the Danielson *Framework for Teaching*, play out in classrooms; they can cite student data showing that goals are moving academic outcomes forward for all students. (b)
- There is a common understanding of what effective teaching looks and sounds like, including strategies to support students with disabilities and ELLs as well as high achieving students, that aligns with the school's goals and philosophy and can be articulated by school leaders and teachers. There is evidence that school leaders have normed feedback around that vision to ensure consistency of teacher development. (b)

- Individual teacher growth is documented over time and accompanied by reflection, interim goal setting, and evidence of improved student outcomes. Schoolwide teacher growth and development is measured over time and monitored in light of the accomplishment of schoolwide professional development and student achievement goals. (b, c)
- The principal is clearly able to articulate and substantiate a rationale for professional development decisions. This rationale creates a through-line from cycles of observations and patterns of feedback to the professional development plan. Professional development decisions are based on an analysis of teacher progress made on previous feedback, teacher effectiveness data, and student-work products. (c)
- Trends in teacher feedback lead to a differentiated plan of support for new, struggling, developing, and effective teachers that goes beyond required mentoring to develop pedagogical and content-area strength; evidence of teacher growth is noted in improved student outcomes. This plan can be articulated by school leaders and by teachers throughout the school illustrated with specific examples and outcomes. (c)

4.2 Teacher Teams and Leadership Development

To be Well Developed:

- The vast majority of teachers collaborate in professional teams where they develop and implement schoolwide instructional practices, embedding the Common Core Learning Standards and their instructional shifts to continuously promote improved achievement for all learners. (a)
- Teacher teams clearly articulate how they implement structured professional collaborations using protocols such as looking at student work, Tuning, noticings and wonderings, and other practices to strengthen teacher capacity as they create, revise, or adapt curricula to ensure effective integration of the Common Core Learning Standards and their instructional shifts into instruction across grades and content areas. (a)
- School leaders and teachers have built a culture of professional collaboration, including practices such as team-initiated intervisitations or lesson study, in which they share insights relative to the coherence of teacher pedagogy, thus fostering improvement of outcomes for all learners. (a, b)
- Teacher teams effectively implement systems to monitor a variety of student data and classroom practices that inform instruction leading to the mastery of goals for groups of students. (b)
- Teacher teams provide a data-based rationale and analysis of student work that inform their decisions to adjust teacher practice and create strategic goals for groups of students. (b)
- School leaders and teachers offer specific and clear examples of teacher leadership that illustrate how teachers and teacher leaders play a vital role in school-level decision-making. (c)
- School leaders and teacher leaders including team leaders, coaches, mentors, cabinet members, instructional leaders, or department chairs are able to identify distributed leadership structures that are deeply rooted in the school's day-to-day operations. Teachers are essential to the decision-making process regarding policies and/or programs that affect student achievement. (c)

5.1 Monitoring and Revising Systems

To be Well Developed:

- There is a consistent process by which instructional planning documents are vetted and revised, based on clear and coherent curricular expectations. This work may be purposefully embedded in teacher team meetings, collaborative planning meetings, supervisory structures, or other means. (a)
- There are transparent structures in place for the quality of assessments to be reviewed by school leaders and faculty to ensure that they are effectively gauging student understanding and ability given the Common Core Learning Standards, promotion criteria, and other college and career readiness expectations. (a)
- The clarity and effectiveness of feedback provided to students is regularly monitored to ensure that students are able to speak to and actualize their next steps for improvement. (a)
- Observation feedback from supervisors, and supportive feedback from coaches and colleagues results in adjustments to instructional practices across classrooms that are coherent and embody a shared approach to teaching and learning. (a)
- The effectiveness with which teachers analyze data from assessments and use it to inform curricular and instructional adjustments is monitored on a regular basis. (a)
- There is a thoughtful process that measures student growth related to prioritized academic and personal behaviors. This may include student self-assessment, the use of behaviorally-oriented rubrics, as well as the ways in which support staff memorialize their work with students over time. (b)
- Online Occurrence Reporting System (OORS) data, along with anecdotal evidence from the guidance counselor, dean, and other student support staff, is regularly monitored and analyzed in order to assess the success of school culture improvement initiatives, resulting in strategic adjustments to policies or programs. (b)
- The effectiveness of resource allocation decisions on school goals and action plans is thoughtfully assessed resulting in adjustments to those decisions to increase the quality of student work products. (c)
- The effectiveness of partnerships with outside organizations is thoroughly assessed resulting in purposeful adjustments to increase the impact on school goals and the implementation of Common Core Learning Standards. (c)
- Written feedback provided to teachers is periodically normed to ensure that all school leaders accurately capture strengths, challenges, and next steps using the Danielson *Framework for Teaching* in a coherent fashion. (c)
- The effectiveness of professional development is evaluated through classroom observations, staff feedback, and the analysis of student work products. (c)
- Structures are in place to assess the effectiveness of teacher teams and provide them with feedback as needed. (c)