

5 Essential Conditions for School Improvement – Survey Structure

Condition	Description	Survey Measures
<p>Effective Leaders</p>	<p>Guiding Question: <i>Are principals and teachers implementing a shared vision for success?</i></p> <p>Programs, and resources are focused on a vision for sustained improvement. Leaders:</p> <ul style="list-style-type: none"> • practice shared leadership, • set high goals for quality instruction, • maintain mutually trusting and respectful relationships, • support professional advancement for faculty and staff, and • manage resources for sustained program improvement (<i>not measured</i>). 	<ul style="list-style-type: none"> • Teacher Influence • Instructional Leadership • Program Coherence • Teacher – Principal Trust
<p>Collaborative Teachers</p>	<p>Guiding Question: <i>Do teachers collaborate to promote professional growth?</i> Teachers are:</p> <ul style="list-style-type: none"> • active partners in school improvement, • committed to the school, and • focused on professional development. 	<ul style="list-style-type: none"> • Collaborative Practices • Collective Responsibility • Quality of Professional Development • School Commitment • Teacher – Teacher Trust
<p>Ambitious Instruction</p>	<p>Guiding Question: <i>Are classes challenging and engaging?</i></p> <p>The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning when it is:</p> <ul style="list-style-type: none"> • well-defined with clear expectations for student success, • interactive and encourages students to build and apply knowledge, • well-paced (<i>not measured</i>), and • aligned across grades (<i>not measured</i>). 	<ul style="list-style-type: none"> • Academic Press • English Instruction • Math Instruction • Quality of Student Discussion
<p>Supportive Environment</p>	<p>Guiding Question: <i>Is the school is safe, demanding, and supportive?</i> Students:</p> <ul style="list-style-type: none"> • feel safe in and around the school, • they find teachers trust-worthy and responsive to their academic needs, • and they are well-supported in planning for college and other post-high school experiences. 	<ul style="list-style-type: none"> • Peer Support for Academic Work • Academic Personalism (ES) • Safety • Student – Teacher Trust • School-Wide Future Orientation (HS) • Expectations for Postsecondary Education (HS)
<p>Involved Families</p>	<p>Guiding Question: <i>Does the entire staff build strong external relationships?</i> Staff:</p> <ul style="list-style-type: none"> • see parents as partners in helping students learn, • value parents' input and participation in advancing the school's mission, and • support efforts to strengthen its students' community resources. 	<ul style="list-style-type: none"> • Parent Involvement in School • Teacher – Parent Trust • Parent Influence on Decision Making in Schools