SchoolWorks Quality Review Protocol

School Year 2017-2018

Jill C. Cabe
School Quality Review Coordinator
Cleveland Metropolitan School District
1111 Superior Avenue E
Cleveland, OH 44114
216.838.0113
Jill.cabe@clevelandmetroschools.org

Robin Coyne Hull
Senior Project Manager, SchoolWorks
100 Cummings Center, Suite 236C
Beverly, Massachusetts 01915
T: 978.921.1674
C: 781.254.7431
rhull@schoolworks.org

100 Cummings Center, Suite 236C Beverly, MA 01915
978-921-1647 www.schoolworks.org

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Part I: Introduction

The Cleveland Metropolitan School District (CMSD) envisions 21st Century Schools of Choice in which students will be challenged with a rigorous curriculum that considers the individual learning styles, program preferences, and academic capabilities of each student, while engaging the highest quality professional educators, administrators, and support staff available. As part of Cleveland's Plan for Transforming Schools, CMSD has adopted a portfolio district strategy that includes: growing the number of high-quality district and charter schools, and closing or replacing failing schools; focusing the district's central office on its role in school support, while transferring authority and resources to schools; investing and phasing in high-leverage school reforms across all levels; and increased accountability for all schools in the district through the creation of the Cleveland Transformation Alliance (CTA).

Specifically, CMSD has partnered with stakeholders to create a school performance framework that will be used to provide a comprehensive assessment of the quality of each school in the district. The comprehensive assessment will be an evidence-based process that includes data and information gathered on academic programs and performance, school climate, and operations. As a component of this assessment process, SchoolWorks has partnered with CMSD to develop a protocol for a school quality review process aligned to CMSD initiatives and school performance framework, as well as a reporting template that will be used to document and communicate findings of the school quality review during the 2017-2018 school year.

What is the SchoolWorks Quality Review?

The SchoolWorks School Quality Review (SQR) is a process that school leaders and educators can use to understand and explain how well schools are working to educate students. The SQR places a team of experienced educators from SchoolWorks and from the CMSD in a school to collect and analyze data about school performance. The length of the SQR is two-and-a-half days, which includes a half day prioritization session. The SQR is based on a transparent, research-based set of standards – the SchoolWorks Quality Criteria (SQC) – that serve as the framework to understand the effectiveness of school practices. The SQC are used to promote understanding and dialogue between the school and the site visit team through both verbal and written feedback.

What are the SchoolWorks Quality Criteria?

The SQC consist of a set of standards used to assess critical aspects of a school's culture, organization, and academic program. SchoolWorks Quality Criteria and indicators are based on research of best education practices, as well as on the expertise that SchoolWorks brings to the process after assessing more than 1,000 school programs since 1998. The SQC are organized into four domains: *Instruction; Students' Opportunities to Learn; Educators' Opportunities to Learn;* and *Leadership*. Each domain is further defined by a set of key questions and corresponding criteria and indicators that are used to provide more specific information on variables central to each domain. SchoolWorks and the CMSD have collaborated to incorporate components of the CMSD school performance framework, including CMSD principal and leadership evaluation tools, into the domains. In some instances, components of these tools are directly incorporated into the protocol; in other instances, the SQC criteria and indicators are directly aligned to these tools. See Part IV for a complete list of the SQC that will be used for these SQRs.

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What is the purpose of a School Quality Review (SQR) for the CMSD?

The SQRs for the CMSD serve a variety of purposes. The SQR will be used as one component of a comprehensive assessment of the quality of each school in the district as part of the school performance framework. The comprehensive assessment will be an evidence-based process that includes data and information gathered on academic programs and performance, school climate, and operations, among other sources. The SQRs will also be used to provide formative feedback to schools. Reviews will include an action planning process in which the site visit team and the school work together to identify prioritized areas for improvement. The outcome is a prioritized action plan of next steps, including success measures, timelines, and champions to accomplish an instructional goal derived from the SQR feedback.

How does the SQR process work?

The SQR process places a team of reviewers from SchoolWorks and team members from CMSD in a school to collect and analyze data about school programs and practices. The SQR utilizes multiple sources of evidence to understand how well a school is working. It extends beyond standardized measures of student achievement to collect evidence in relation to the protocol's criteria and indicators. Evidence collection begins with the review of the key documents that describe the school and its students. Key documents reviewed by the site visit team prior to arrival on site include school-wide plans, curricula and related teaching documents, professional development records, and student assessment results. This provides the site visit team with initial information about the school's programs and the students it serves. While on site, evidence collection continues through additional document reviews, classroom visits, and interviews with key school stakeholders, including teachers, parents, and students. The team meets daily to discuss collected evidence and then communicates emerging trends to the school's leadership. The team listens to the school's responses and makes every effort to follow up on evidence that the school indicates the team should collect.

The site visit team uses evidence collected through these events to generate ratings in relation to the protocol's criteria and indicators. At the end of the visit, the team provides a brief oral report to school leadership about its ratings and evidence. This verbal feedback is followed by a brief written report, detailing the evidence that led the team to come to its ratings.

The SQR places a high value on engaging the school in understanding its own performance. The process works to facilitate an open, frank, professional dialog between the school and the site visit team. The professionalism of the school and team is essential in the process. Both the school and the team have clear roles and responsibilities that are designed to promote good rapport and clear communication. All team members are governed by a code of conduct. Honesty, integrity, objectivity, and a focus on the best interests of students and staff are essential to the success and positive impact of the site visit process.

What are the general steps in the SQR process?

Pre-visit Planning and Analysis

The school gathers necessary documents. The project manager and site visit team leader work with the school to organize the schedule for the site visit. Team members review documents and record their initial questions about the school's performance according to protocol standards.

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Evidence Gathering On Site

On site, the site visit team continues document reviews and conducts classroom visits and interviews with key school stakeholders.

Development of Ratings

The site visit team develops ratings in relation to the SchoolWorks Quality Criteria. To come to consensus on a set of ratings, the team works together to collate and discuss available evidence collected throughout the SQR process.

Feedback to the School

While on site, the site visit team leader communicates with school leadership to keep the school informed of the team's progress and to seek the school's input on that progress. At the end of the SQR, the team provides an oral report to the school that includes ratings and evidence.

Prioritization Session

On the day following the presentation of ratings to the school, the site visit team and school leaders engage in an action planning process, examining the school's strengths and areas for growth. CMSD leadership members are invited to observe the session. The outcome is a prioritized action plan of next steps, including strategies, success measures, and timelines to accomplish goals.

Written Report

After the site visit, the school will receive a written report that formalizes the ratings and evidence discussed on site. These reports will be posted on the CMSD website at the end of the school year in which the site visit was conducted.

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Part II: Process and Results

How does the site visit team go about its work?

The site visit team is guided in its work by a code of conduct. Adherence to the code of conduct improves the quality of the site visit; schools do not provide reliable evidence under unnecessary stress. Adherence to the code of conduct also creates a frank, professional tone in which the site visit team and the school may discuss key strengths and areas for improvement.

CODE OF CONDUCT FOR REVIEWERS*

1. **Carry out work with integrity**.
    a. Treat all those you meet with courtesy and sensitivity. Try to minimize stress.
    b. Allay anxiety through mutual respect and valuing opinions. Show an interest in what is said.
    c. Focus attention and questions on topics that will reveal how well students are learning.
    d. Assure confidentiality.
2. **Act in the best interests of students and staff.**
    a. Do not put students or staff in a position where they may have conflicting loyalties.
    b. Emphasize that students come first and are at the center of the review.
    c. Wherever possible, work to others' convenience.
    d. Be supportive and enabling. Evidence given under undue stress is unreliable.
    e. Under no circumstances, criticize the work of a teacher or anyone else involved with the school.
    f. Classroom visits are confidential. Classroom visits are not evaluations. Individual teachers will not be provided feedback and individual information will not be shared with any school personnel.
    g. Teacher interviews and focus groups are confidential. Any information reported to the site visit team will remain anonymous in both oral and written reports.
    h. Try to understand what teachers are doing and why. Be supportive.
3. **Be objective; base ratings on evidence, not opinion.**
    a. An individual's perception can be evidence, especially if supported by others' observations.
    b. Ratings must be fully supported by evidence, defensible, and must inform the key questions.
    c. Ratings must be reliable in that others would make the same finding from the same evidence.
    d. Be prepared to ask questions to establish whether a view is based on opinion or evidence. This applies, as well, to site visit team members' ratings.
    e. Discussion with staff and site visit team members is part of the process to create a fair and secure evidence base from which substantive findings are developed.
    f. If a given piece of evidence is not affecting students' learning or experience, it is then irrelevant.

**Acknowledgement of Massachusetts Charter School Office Site Visit Protocol and the Office for Standards in Education (OFSTED) code of conduct.*

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How does the site visit team come to consensus ratings based on a collection of documents, interviews, and classroom visits?

The SQR process is built on four core components that drive the work of the site visit team throughout the site visit.

- ***The process is criterion-driven*.** The SQR process is built on a set of research-based criterion and indicators. Throughout the site visit, the site visit team collects evidence through document reviews, interviews, and classroom visits in relation to each of the criterion and indicators to come to decisions on ratings regarding how well school programs and practices are serving students. The team uses the criterion and indicators during team meetings to identify trends that emerge from the evidence and to come to ratings. A criterion-driven process ensures that the work of the team is grounded in research-based standards for effective practice. The protocol's criteria also serve as a basis for professional dialogue and reporting.
- ***The process is an evidence-based system.*** The ratings of the site visit team – which come from document reviews, classroom visits, and interviews – are based on evidence collected during the process. The team builds a base of evidence for each of its ratings that would reasonably lead a similarly-trained set of individuals to come to similar conclusions about the school's programs and practices. Moving from evidence to ratings is a cyclical process that depends on an open exchange of information between the team and the school. While the team is required to address the protocol standards and base all ratings on evidence, the process is not mechanical and requires some professional judgment.
- ***The process is iterative, repeatedly checking on, and testing, the ratings and the evidence that supports them.*** Site visit team members use a four-step process to move from pieces of evidence to ratings about the school. First, the team records evidence by reviewing documents, conducting interviews, and visiting classrooms. The team reviews evidence to identify initial trends within the evidence. For example, the site visit team would note a trend if teachers all describe the curriculum in similar ways and if this description matched the documents reviewed by the team. Continuing from the example, if the team continues to collect evidence that supports the trend, it would rate the school Established for teachers having a clear understanding of the school's curriculum. When possible, the site visit team presents preliminary trends and ratings to school leadership during the visit so that the school can ask clarifying questions and provide additional evidence before ratings are finalized.
- ***The site visit team uses its professional judgment to come to consensus on ratings.*** To be useful, the team must produce a focused report. Focusing on key strengths and areas for improvement requires discerning only what is important and merits comment. This process is called data reduction. Within the protocol, team members use their professional judgment in a process called moderation to distill the key factors that deserve comment from the wealth of evidence available to them.

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DETAILED STEPS IN THE PROCESS

How does the site visit team and the school prepare for the site visit?

Below is an overview of the responsibilities of each party. A detailed explanation is available in the following section, Roles and Responsibilities.

1. SchoolWorks and CMSD communicate with the school to determine site visit dates and introduce school leadership to the SQR protocol.
2. The site visit team leader works with the school to begin establishing a specific schedule for the site visit. The team leader remains available to answer any questions and to work with the school to ensure that documents needed for the SQR are available in a timely manner.
3. The site visit team leader creates a draft schedule of interviews and classroom visits, finalizes the schedule with the school's input and sends a copy of the schedule to the school and members of the team.
4. The school uses the School Task Checklist (see Appendix A) to ensure that all preparation has been completed prior to the site visit.
5. The site visit team leader sends a copy of the protocol, the schedule, classroom visit tool, interview questions, and documents for pre-visit analysis to the other team members.

What does the process look like when the site visit team is on site?

Time on site moves from a fixed structure designed to ensure good coverage of the school to a more flexible schedule that allows the team to follow up on emerging trends and ratings. As a matter of courtesy and in the spirit of developing and maintaining a good working relationship, the team leader works with the school to define as much of the schedule as possible without restricting the team's flexibility to adjust as circumstances dictate.

On-site review and feedback

1. The site visit team reviews documents and conducts interviews and classroom visits in accordance with the visit schedule. The team meets regularly during the visit to share evidence.
2. The site visit team leader keeps the school's leadership informed of the team's progress throughout the visit, providing updates on the team's identification of trends as they develop. This ensures that the school has every opportunity to present evidence to address the team's questions.
3. The site visit team will formulate consensus ratings that respond to the key questions, criteria, and indicators in the SQR protocol. This is based on evidence provided to the team during interviews, classroom visits, and document reviews while on site.
4. At the end of the visit, a brief report of the site visit team's ratings is presented verbally to school leadership.
5. On the morning of the third day, the team meets with school leadership to engage in an action planning process, examining the school's strengths and areas for growth. The outcome is a prioritized action plan of next steps, including strategies, success measures, and timelines to accomplish goals.

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Sample Daily Site Visit Schedule

Below is a sample visit schedule for the full visit, as well as details of a single day. Schedules will vary from school to school, depending on the hours the building is open, size of the school and the number of site visit team members. The site visit team leader will work to construct a daily schedule for the site visit, based on schedule documents and guidance provided by school leadership.

SQRs for the CMSD will be two-and-a-half days, with evidence collection scheduled throughout the day and feedback sessions with school leadership scheduled each morning to provide opportunity for discussion and redirection. There will be a verbal report out to school leadership at the end of the second day, and the final half day will serve as a prioritization session.

<table>
<tr><th colspan="4">Sample 2.5 Day Site Visit Schedule</th></tr>
<tr><th>Time</th><th>Day 1</th><th>Day 2</th><th>Day 3</th></tr>
<tr><td>TBD by building hours</td><td colspan="2">Site visit team arrives at school</td><td></td></tr>
<tr><td>8:00 AM</td><td rowspan="2">Interview with School Leadership</td><td rowspan="2">Focus group with parents</td><td>Team arrives</td></tr>
<tr><td>8:30 AM</td><td rowspan="2">Prioritization session with School Leadership</td></tr>
<tr><td>9:00–11:30 AM</td><td>Classroom visits & teacher focus groups</td><td>Classroom visits & teacher focus groups</td></tr>
<tr><td>11:30–12:15 PM</td><td colspan="2">Team Lunch</td><td>Team Departs</td></tr>
<tr><td>12:15–1:00 PM</td><td>Teacher focus group</td><td>Interviews, i.e., Student Support Staff</td><td rowspan="5"></td></tr>
<tr><td>1:00–2:30 PM</td><td>Focus group with students
Interviews with ELL Staff</td><td>Team deliberations</td></tr>
<tr><td>2:30– 4:30 PM</td><td>Evidence sorting and team discussion</td><td>Team deliberations</td></tr>
<tr><td>4:30-5:00 PM</td><td>Check in with School Leadership</td><td>Report out to School Leadership</td></tr>
<tr><td>5:00 PM or based on building hours</td><td>Team departs</td><td>Team departs</td></tr>
</table>

<table>
<tr><th colspan="4">Sample Daily Site Visit Schedule</th></tr>
<tr><th>Time</th><th>Team Leader</th><th>Team Writer</th><th>Team Member</th></tr>
<tr><td>TBD</td><td colspan="3">Site visit team arrives at school and holds morning meeting</td></tr>
<tr><td>8:00–9:00 AM</td><td colspan="2">Interview with school leadership</td><td>Parent Focus group</td></tr>
<tr><td>9:00–11:30 AM</td><td colspan="3">Classroom visits</td></tr>
<tr><td>11:30–12:15 PM</td><td colspan="3">Lunch; Mid-day meeting and site visit team debrief</td></tr>
<tr><td>12:15–1:00 PM</td><td>Interview AP</td><td colspan="2">Interview Support Staff</td></tr>
<tr><td>1:00–2:00 PM</td><td colspan="3">Classroom visits and teacher focus groups</td></tr>
<tr><td>2:00– 4:00 PM</td><td colspan="3">Team debrief and moderation; evidence sorting</td></tr>
<tr><td>4:30-5:00</td><td colspan="3">Report of consensus ratings to school leadership</td></tr>
<tr><td>TBD</td><td colspan="3">Site visit team departs</td></tr>
</table>

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Prioritization Process

On day three of the site visit, the site visit team and school will work together to review the findings, explore the root causes, and prioritize the school's next steps. The purpose of the prioritization process is to assist school leaders in thinking through areas for improvement that are most important/most likely to impact student achievement and outcomes. There are several steps that are addressed during prioritization. These steps are described in further detail in Appendix D.

Sample Day Three Site Visit Schedule: Prioritization	
Time	**Site Visit Team Members**
8:00 AM	Site visit sets up room for Prioritization Session
8:30 AM-11:30 AM	Prioritization session with school leadership and teacher leader representation Site Visit Team and Network Leaders in attendance.
11:30 AM	Site visit team departs

Written Report

1. The site visit team leader or team member responsible for completing the written report gathers all notes and other key evidence that have been collected by the team during the SQR to use in drafting the report.
2. The writer develops a draft report that documents the evidence for the ratings. This report provides a written record of the ratings reported to school leadership orally at the end of the site visit.
3. Before it is sent to the school, all team members provide comments on the draft written report according to pre-established timelines.
4. The school reviews the draft for factual errors.
5. The report is finalized and submitted to CMSD and the school.

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Part III: Roles and Responsibilities

In order to develop an accurate portrait of a school, all participants have key roles in preparing for, and conducting, the SQR. This section explains the roles and responsibilities of the project manager and/or site visit team leader, team members and the school. Participants should read this section carefully to learn how to prepare for the site visit.

Project Manager and/or Site Visit Team Leader

Roles and responsibilities for the project manager and/or team leader include:

1. *Modeling and enforcing the code of conduct*
    - Site visit team leaders should exhibit the highest professional standards and are responsible for ensuring that their team does so, as well.
2. *Coordination with the school*
    - Before the visit, the site visit team leader contacts the school to ensure that documents are made available in a timely manner.
    - The school is likely to have questions about the process. The team leader should serve as the school's contact person to address these questions.
    - The team leader ensures that the school has secured adequate meeting space for the team.
3. *Coordination of materials and assignment of site visit team members*
    - Before the site visit, site visit team members are selected and provided with materials (e.g., SQR protocol, school documents) to review.
    - Once the site visit schedule has been established, the team leader assigns team members to conduct interviews and classroom visits.
4. *Facilitation and management of logistics for the site visit days*
    - Once on site, the site visit team leader is responsible for facilitating all team meetings.
    - The team leader ensures that all interviews and focus groups are attended and go smoothly, and conducts a daily review of the interview schedule with school leadership and the team.
5. *Communication with the school while on site*
    - The site visit team leader is responsible for maintaining good channels of communication with the school at all times.
    - The team leader provides verbal reports to the school leadership about the team's developing trends throughout the visit.
    - The team leader takes appropriate actions to follow up on any responses to the team's trends.
    - At the end of the visit, the team leader verbally presents the team's ratings to school leadership.
6. *Reporting*
    - The site visit team leader writes and/or oversees the writing of the site visit report, ensuring that the report contains sufficient evidence and reflects the consensus of the team.

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Site Visit Team Members

Success of the visit relies heavily on site visit team members':

1. *Adherence to the code of conduct*
    - Classroom observations are not evaluations. Individual teachers will not be provided feedback and information will not be shared with any school personnel.
    - Teacher interviews and focus groups are confidential. Any information reported to the team will remain anonymous.
2. *Preparation for the site visit*
    - Site visit team members review the SQR protocol in its entirety. This is critical because the protocol guides all activities while on site.
    - Team members review documents and formulate questions for the initial team meeting prior to arriving on site.
3. *Collection of evidence*
    - Site visit team members complete the site visit schedule according to the SQR protocol and under the direction of the team leader.
    - Team members secure their evidence in notes and provide all necessary data to the team leader at each team meeting:
        - Notes and classroom visit forms are completed and organized for end-of-day meetings.
        - All notes are clearly labeled and completed in a timely manner for all meetings.
4. *Collaborating with others under the site visit team leader's direction*
    - Team members support and take direction from their team leader. They recognize that the team leader has to make executive decisions and trusts in his/her judgment.
    - Team members actively participate in team meetings and support others' efforts to reach unified ratings based on evidence.
5. *Reporting*
    - Site visit team members provide feedback on the draft of the site visit report in accordance with pre-established timelines, ensuring that the report contains sufficient evidence and reflects the consensus of the team.

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School and Other Supporting Organizations

To be an effective partner in the process, the school:

1. *Acts as an essential partner in the site visit process*
    - Prior to the date of the visit, the school makes the purpose and process of the site visit team's visit clear to all faculty and staff.
    - The school welcomes the site visit team and recognizes its efforts on behalf of the school and its students.
    - The school works with the team to ensure that the visit runs smoothly.
    - The school engages faculty and other stakeholders to reflect on the school's performance.
2. *Designates a meeting room*
    - The site visit team will need a meeting space during the day. The space should allow for confidential meetings and should be available to team members for the full visit.
    - To the extent possible, interviews and focus groups should not be scheduled in this space but planned for elsewhere in the building.
3. *Communicates with the site visit team*
    - School leadership works collaboratively with the team leader prior to the site visit to ensure that documents are provided in a timely manner and that school staff are aware of the visit and its purposes (See Appendix A).
    - School leadership works collaboratively with the team leader during the site visit to provide any additional documents requested.
    - School leadership maintains good communication with the team leader throughout the process, honestly expressing concerns and feedback from staff.
4. *Report feedback and review*
    - School leadership responds honestly and frankly to the site visit team's developing analysis by explaining the school's position and making available additional evidence to support its position, should it differ from other members of the team.
    - School leadership completes a factual review of the draft site visit report and, in accordance with pre-established timelines, provides factual feedback to the team leader.

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Part IV: Domains and Key Questions

The following key questions guide the site visit team's work in the school. All evidence is collected in response to these key questions and their respective standards. The complete list of corresponding criteria and indicators for each key question can be found in the next section, Part V.

Domain 1: Instruction

1. *Do classroom interactions and organization ensure a classroom climate conducive to learning?*
2. *Is classroom instruction intentional, engaging, and challenging for all students?*
3. *Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?*

Domain 2: Students' Opportunities to Learn

4. *Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?*
5. *Does the school have a safe, supportive learning environment that reflects high expectations?*

Domain 3: Educators' Opportunities to Learn

6. *Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?*
7. *Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?*

Domain 4: Leaders

8. *Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?*
9. *Do school leaders executive effectively orchestrate the school's operations?*

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Part V: SQR Criteria and Indicators

This section contains the complete list of the SchoolWorks Criteria and Indicators (SQC), 4th Edition. These criteria and indicators are used to guide evidence collection, team deliberation, and development of findings during the site visit.

Domain 1: Instruction

The instructional domain centers on the specific interactions between teachers and students around content. Research suggests that high-quality instructional interactions require: supportive classroom environments; involve purposeful teaching that is intentional, engaging, and challenging; and ensure student feedback in response to ongoing assessments.

Dimension 1.1: Classroom Climate

Do classroom interactions and organization ensure a classroom climate conducive to learning?

Criterion 1.1.1: Behavioral expectations are clear and understood by students.

- Behavioral expectations, class rules, and procedures are clearly communicated to students (e.g., visuals, verbal/physical cues, written).
- Teachers provide consistent rewards for positive behavior and direct, concrete consequences for misbehavior.
- Teachers anticipate and redirect misbehavior.
- Students behave according to rules and expectations; disruptive behavior is minimal and does not interfere with other students' learning.
- Classroom norms and routines support students sharing their learning and understandings, as well as making, then building from, mistakes in front of their peers.

Criterion 1.1.2: The learning environment is highly structured, and learning time is maximized through effective planning and guidance.

- Teachers are prepared for their lessons and materials are readily available.
- Teachers maximize learning time and minimize transition time.
- Teachers share an agenda of the day's class activities and/or lesson with students.
- Teachers explain task and behavioral instructions clearly and provide choices for when tasks are complete.

Criterion 1.1.3: Classroom interactions are cooperative and conducive to learning.

- Teachers are aware of, and responsive to, students' learning and emotional needs.
- Interactions between teachers and students, as well as among students, are respectful, caring, and supportive.
- Students engaged in partner or group work are collaborative and focused on learning.
- Students are held accountable for contributions to partner or group work

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Dimension 1.2: Purposeful Teaching

Is classroom instruction intentional, engaging, and challenging for all students?

Criterion 1.2.1: Teachers provide students with clear learning goals and focused, purposeful instruction.

- Teachers clearly communicate learning objectives aligned to state and/or Common Core standards.
- Teachers tie learning objectives to real-life application, larger concepts, and/or key questions.
- Learning objectives drive lesson activities.
- All students know the purpose of, and expectations for, the lesson.
- Teachers demonstrate high expectations and hold students accountable for achieving learning goals.
- Teachers communicate academic content, concepts, and procedures with depth, clarity, and accuracy.
- Teachers make explicit how and when to use given content or procedures.

Criterion 1.2.2: A variety of instructional strategies and materials support students' diverse needs.

- All students can access grade level content through multi-sensory materials and modalities (e.g., visual, auditory, kinesthetic).
- Students develop graphic organizers and other non-linguistic representation of academic content (e.g., mental images, physical models, role plays, concept maps, pictographs, charts).
- Learning tasks provide students with choices and opportunities for self-directed learning.
- Teachers utilize varied groupings (whole-class, groups, partners, 1:1) to address students' learning needs.

Criterion 1.2.3: All students are cognitively engaged in learning.

- Students engage with teachers and peers in extended, content-focused discussions.
- Students engage with teachers and peers, or work independently, to complete the lesson activity.
- Students persevere and demonstrate stamina while engaged in the work of the lesson.
- The majority of students - rather than just the teacher and/or a few students - are engaged in the work of the lesson.

Criterion 1.2.4: Instruction requires all students to use and develop higher-order thinking skills.

- Students are engaged in rigorous, challenging tasks that require skills such as analysis, interpretation, application, and synthesis – not just summary or recall.
- Students apply new knowledge and skills to investigate open-ended problems and situations
- Students identify essential information from a larger body and share that information verbally or in writing.
- Teacher questions require students to look beyond what is explicitly stated in source material for answers.
- Students ask meaningful questions related to the lesson's objective and/or content.
- The majority of students - rather than just the teacher and/or a few students - are engaged in higher-order thinking.
- Students explain their thinking and build on their own and others' thoughts.
- Students evaluate and reflect on their own thinking, progress, performance, and learning approach.

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Dimension 1.3: In-class Assessment & Feedback

Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?

Criterion 1.3.1: In-class assessment strategies reveal students' thinking about learning goals.

- Teachers use informal assessment to gauge the majority of students' prior knowledge and understandings.
- Teachers use formative assessments to gauge the majority of students' progress toward clear lesson, unit, and standards-based learning goals, not directions or procedures.
- Students explain, write, or illustrate their thinking and understandings using evidence (i.e., from text, experiments, drawings, diagrams, research, data sets).
- Students receive assessment accommodations that allow them to reveal their understandings.

Criterion 1.3.2: Timely, frequent, specific feedback is provided throughout the learning process to inform improvement efforts.

- Teachers give students clear, descriptive, criterion-based feedback to several students.
- Feedback tells students where they are in relation to the lesson goal(s), clarifies misunderstandings, and/or provides specific guidance regarding improvement.
- The use of models and assessment tools (e.g., rubrics, worked examples, exemplars) focuses feedback and assessment on essential skills and knowledge.
- Students demonstrate awareness of their progress toward learning goals (e.g., what they understand, where confused, when not engaged).
- Students revise their work and correct errors in response to teacher or peer feedback.

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Domain 2: Students' Opportunities to Learn

Students' opportunities to learn are influenced by the *school-wide learning culture*, or the norms, values, and relationships students experience at school each day, as well as the *school-wide practices and interventions* that support students' academic and social-emotional learning. Research suggests that students learn best when their schools have a culture of high expectations for behavioral and academic performance *in concert with* a culture of caring and support. This context is further bolstered when schools monitor students' academic and behavioral progress, identify students' in need of more targeted support, and ensure interventions and guidance for students at risk of disengaging or failing. Together, the school's culture and supports for learning contribute to students' attitudes, skills, and abilities to succeed in and beyond the classroom.

Dimension 2.1: Students' Learning Supports

Does the school identify and support special education students, gifted students, English language learners, and students who are otherwise struggling or at risk?

Criterion 2.1.1: The school has a process for identifying struggling and at-risk students and systematically monitors student progress and program effectiveness.

- Educators collaborate to collect and review risk indicator data to identify students in need of targeted academic supports and plan interventions.
- The school monitors students' progress toward academic goals and uses this feedback to inform the level of students' academic support or intervention.
- Educators collaborate to collect and review risk indicator data to identify students in need of targeted behavioral supports and plan interventions.
- The school monitors students' progress toward behavioral goals and uses this feedback to inform the level of students' behavioral support or intervention.
- The process for identifying and monitoring progress of struggling and at-risk students is transparent and understood by all stakeholders.

Criterion 2.1.2: The school implements appropriate supports for struggling and at-risk students.

- The school provides basic in-class preventions and supports to ensure academic growth and positive behavior for all students.
- The school implements specific, targeted academic and behavioral supports or interventions for identified at-risk students.
- The school provides struggling students with research-based programming designed to remediate gaps in skill or content knowledge.
- The school offers students tutoring or other supplemental services provided by the school or external agencies.
- The school offers individual or small group support in test-taking, study habits, or in specific content areas using a curriculum that builds on classroom curriculum and expectations.
- Qualified support staff offer one-on-one individualized support to students over a sustained period of time.
- Students have opportunities for credit recovery and new credits through after-school, weekend, or summer programs.

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Criterion 2.1.3: The school provides appropriate supports for gifted, special education and English language learner (ELL) students.

- Educators collaborate to collect and review risk indicator data to identify special education, gifted, and ELL students, and to plan appropriate interventions.
- The school implements specific, targeted academic and behavioral supports or interventions for identified special education, gifted, and ELL students.
- Qualified support staff deliver the supports for ELL students, gifted students, or students with special needs.
- The school monitors special education, gifted, and ELL students' progress toward academic and behavioral goals and uses this feedback to inform the level of students' support or intervention.

Dimension 2.2: Students' Learning Culture

Does the school have a safe, supportive learning environment that reflects high expectations?

Criterion 2.2.1: The school holds high expectations for academic learning.

- The school recognizes and celebrates students' academic performance.
- Teachers set high expectations for learning and clearly convey these to students.
- Teachers promote students' responsibility for raising their achievement and encourage their participation in learning.
- Students report that their teachers expect them to do their best at all times.
- Students convey that they believe it is important to do well in class.

Criterion 2.2.2: The school provides a safe environment to support students' learning.

- School leaders ensure the school's physical environment is clean, orderly, and safe.
- School leaders disperse responsibility for discipline; all staff regularly supervise students in school's public spaces.
- Students and staff indicate they believe school rules are fairly and consistently enforced for all students.
- Students report that they feel safe from bullying, teasing, and harassment.

Criterion 2.2.3: The school provides opportunities for students to form positive relationships with peers and adults in the school.

- Programs and supports develop all students' social and emotional awareness skills.
- The school provides opportunities for students to seek help from staff for academic or social issues.
- The school provides opportunities for students to seek help from one another for academic or social issues.
- The school provides opportunities for students to engage in positive social group activities (e.g., extracurricular clubs, sports teams, or community service groups).
- Staff or community volunteers lead and organize community service activities, extracurricular groups, or other youth activities.
- Students report they have friends and positive relationships with peers at school.
- Students report that adults and peers at the school try to get to know them and care about their learning.

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Criterion 2.2.4: The school engages families in support of students' learning.

- The school includes parents/guardians in cultivating a culture of high expectations for students' learning and their consistent support of students' efforts.
- The school invites family participation in school activities (e.g., volunteering in classrooms or on committees, attendance at performances, sports events, organizational meetings) and regularly solicits their input.
- The school offers workshops and other opportunities for parents/guardians to learn about home practices that support student learning.
- Educators communicate with parents/guardians about instructional programs and students' progress.

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Domain 3: Educators' Opportunities to Learn

Teachers' opportunities to learn are influenced by the *school-wide professional culture*, or the norms, values, and relationships teachers experience at school each day, and the *school-wide practices* that support teachers' ongoing professional growth and collaboration. Research indicates that a culture of mutual responsibility, trust, and collective efficacy provides an essential foundation for teachers' and leaders' focused collaboration around instructional challenges. The school-wide culture and the school's supports for professional learning and collaboration contribute to teachers' collective capacity to deliver high quality instruction, not just in individual classrooms, but across the school.

Dimension 3.1: Educators' Learning Supports

Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?

Criterion 3.1.1: Professional development (PD) is designed to address school priorities, school improvement goals, and/or identified areas of need.

- PD aligns to state standards, school curriculum, organizational goals, the school's Strategic School Design (SSD) and/or Academic Achievement Plan (AAP) and, if applicable, Corrected Action Plan (CAP) priorities.
- PD is informed by ongoing analysis of student performance, instructional data, and/or educators' learning needs.
- PD requires teachers to demonstrate their learned competency in a tangible and assessable way.
- PD supports teachers in the effective use of assessments.
- PD helps teachers translate student data into instructional changes and plans.
- PD focuses on specific subject content.
- PD supports teachers in the effective use of instructional materials, resources, and technology.
- PD is responsive to building needs, building and district mandates, and the instructional design of the school.

Criterion 3.1.2: Professional development is active, intensive and sustained.

- PD engages teachers in active learning (e.g., leading instruction, discussing with colleagues, observing other teachers, analyzing data, and developing assessments).
- PD is embedded in teachers' daily work through coaching, collaborative planning, and reflection.
- Trained coaches and/or colleagues with instructional expertise provide coaching and support around instructional planning and lesson design, pedagogy, assessment, and student engagement.
- PD provides follow-up sessions and ongoing support for teachers' continued learning.
- PD combines workshops, conferences, and trainings with the ongoing work of educators' learning teams.

Criterion 3.1.3: Professional development is evaluated.

- The quality of PD delivery is regularly monitored, evaluated, and improved.
- The effects of PD are assessed using data on teacher instruction and student achievement.

Criterion 3.1.4: Educators collaborate regularly to learn about effective instruction and students' progress.

- Educators meet frequently, during regularly scheduled, uninterrupted times (e.g., Teacher Based Teams (TBT), critical friends time, staff, department, grade level meeting times) to collaborate, establish improvement goals, and make data-informed instructional decisions.

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- Educators' collaborative meetings have a clear and persistent focus on improving student learning and achievement.
- Educators describe sharing knowledge and expertise among colleagues as essential collaborative activity for job success.
- Teachers are willing to talk about their own instructional practice, to actively pursue and accept feedback from colleagues, and to try new teaching strategies.

Dimension 3.2: Educators' Learning Culture

Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?

Criterion 3.2.1: Educators' mindsets and beliefs reflect shared commitments to students' learning.

- Educators convey shared vision and values about teaching and learning and reference these to guide their instructional decision making.
- Educators convey a shared commitment to the learning of all students in the school.
- Educators convey a belief that students' learning is their collective responsibility, regardless of students' personal or home situations.
- Educators convey that it is important not to give up on any students, even if students appear to struggle.
- Educators convey commitment to, and hold each other accountable for, collaboratively established improvement goals and tasks.

Criterion 3.2.2: The school reflects a safe, trustworthy and growth-oriented professional climate.

- Educators describe non-evaluative, "blame-free" norms for sharing data and solving challenging instructional problems.
- Educators' concerns and decisions focus on students' learning and well-being (rather than on staff members' individual or competing preferences).
- Educators convey that they are willing to share and discuss their own instructional practice, seek and accept feedback, and collectively experiment with new teaching strategies.
- Educators describe colleagues and administrators as open, honest, competent, well-intentioned, caring, and reliable.

Criterion 3.2.3: School leaders create conditions that support educators' learning culture.

- School leaders model and convey well-defined beliefs about teaching and learning, and convey value for innovation, learning from mistakes, and risk-taking.
- School leaders ensure that staff and team meeting discussions are structured and facilitated to support the staff's reflective dialogue around data and instruction (e.g., attend to explicit group norms, use protocols).
- School leaders provide guidance to teacher teams (e.g., help to establish meeting routines; model and promote use of discussion protocols; ensure systematic monitoring of student progress; create focus on linking results to instruction) and ensures that teachers utilize tools and time well.
- School leaders participate in formal and informal professional learning, including their own leadership development about how to improve curriculum and instruction in a leadership context (i.e., elementary or secondary; large or small schools).

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Domain 4: Leadership

School leadership support the essential work of teaching and learning in schools. *School leadership* influences every aspect of a school's culture, organizational practices, and academic programs. In the SchoolWorks Quality Criteria, school leadership functions are represented by two dimensions. The first – instructional leadership – emphasizes overseeing and guiding the school's collective focus on instruction and student learning. The second – organizational leadership – involves leading strategic conversations and planning and ensuring effective school operations to advance the school's mission and vision.

Dimension 4.1: Instructional Leadership

Do school leaders act as instructional leaders to guide and participate with instructional staff in the central processes of improving teaching and learning?

Criterion 4.1.1: The principal helps create a shared vision and clear goals for their school and ensures continuous progress toward achieving the goals.

- The principal facilitates the articulation and realization of a shared 3-to-5-year vision of continuous improvement explicitly linked to school goals.
  - The principal has shared the school vision and goals with staff and there is evidence that these are known.
  - The principal implements a process for the development of a shared school vision and goals.
  - The vision is evident in interactions, in classrooms, and throughout the school.
  - Stakeholders demonstrate awareness of the school's strengths and weaknesses.
- The principal leads the process of setting, regularly monitoring, and achieving specific and challenging goals that reflect high expectations for all staff.
- The principal leads the change process for continuous improvement.
  - The principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement.
  - The principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.
- The principal anticipates, monitors, and responds to educational developments that affect school issues and environment.
- The principal targets resources (e.g., funding, materials, time, staff) toward the school's instructional framework and goals; treats resources flexibly; avoids diffuse, scattered allocation of resources for improvement.

Criterion 4.1.2: School leaders ensure that the school implements a coherent, comprehensive, and aligned curriculum.

- School leaders ensure that the curriculum articulates essential content and skills for all students to learn at each grade level and that adequate instructional time is allocated to the district scope and sequence
- School leaders ensure that curriculum, instruction, and assessments are aligned with state standards, aligned with each other, and coordinated both within and across grade levels.

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- School leaders monitor instructional plans for alignment with curriculum program (e.g., periodic review of curriculum maps, unit/lesson plans, formative assessments, classroom observations).
- School leaders ensure that instructional plans are informed by students' prior knowledge, current skills, and learning needs.
- School leaders ensure that instructional materials are selected and/or developed in accordance with a school-wide instructional framework and aligned with established curriculum standards.
- School leaders ensure the curriculum and any building-level interventions are periodically reviewed and revisions are made accordingly.
- School leaders provide meaningful feedback on the quality of lesson and/or unit plans.

Criterion 4.1.3 School leaders ensure that teachers deliver high quality instruction.

- School leaders regularly observe the quality of instruction through both formal and informal observations.
- School leaders provide regular, meaningful, and timely feedback that helps teachers improve their instructional practice.
- The principal completes teacher evaluations based on district guidelines and provides feedback.
- School leaders hold teachers accountable for applying feedback to their practice.
- Educators indicate that school leaders model high quality instruction.
- Educators convey that school leaders have sufficient knowledge of content/subjects and how they are taught effectively.

Criterion 4.1.4: School leaders provide conditions that support a school-wide data culture.

- Multiple leaders and school data experts communicate data trends and issues, ensure timely access to data, and model and facilitate data use.
  - School leaders demonstrate data fluency.
  - School leaders use data (e.g., dashboard, portfolio, reports, data walls) and can cite specific data for specific subgroup data as well as aligned supports
- School leaders collaborate with district or school network to ensure the right information in the right format at the right time.
- Teachers have easy access to varied, current, and accurate student and instructional data.
- School leaders ensure that teachers utilize a regular cycle of interim assessments to gather data on student performance.
- Teachers are provided time to collect, enter, query, analyze, and represent student data and use tools that help them act on results.
- School leaders ensure that all teachers receive professional development in data use (e.g., how to access, read, and interpret a range of data reports; frame questions for inquiry; analyze data, assessment literacy, use data tools and resources).
- Teachers use results from formative and summative assessments to make adjustments to the organization of students within the classroom, pace of instruction, or content being taught.

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Criterion 4.1.5: The principal establishes and sustains collaborative learning and shared leadership to promote learning and achievement of all students.

- The principal promotes a collaborative learning culture.
  - The principal develops structures for collaboration between teachers and other education support personnel.
  - The principal establishes and reinforces expectations, roles, and responsibilities for effective working teams.
- The principal shares leadership with staff, students, parents and community members.
- The principal develops and sustains leadership.
  - The principal serves as a role model for leadership behaviors.
  - The principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders.

Dimension 4.2: Organizational Leadership

Do school leaders effectively orchestrate the school's operations?

Criterion 4.2.1: School leaders ensure effective communication and inclusive, transparent decision-making across the organization.

- Communications among all stakeholder groups are constructive, supportive and respectful.
- Communications between leadership and staff are fluid, frequent and open.
- The principal involves faculty and staff in planning and implementation of school policies.
- The principal provides opportunities for faculty and staff to make or provide input on important decisions.

Criterion 4.2.2: School leaders recruit and retain effective teachers and staff that can drive dramatic student gains.

- School leaders leverage a pipeline for teacher recruitment that includes partnerships with higher education institutions and non-profit organizations (as well as other sources) to identify candidates.
- School leaders recruit and hire teachers with commitment to and competence in the school's philosophy, design, and instructional framework (e.g., trained and experienced with curriculum, certified/licensed to teach, qualified to teach subject area).
- School leaders use multiple measures to assess each candidate's alignment with the skills required for the position, as well as core beliefs held by the school community.
- School leaders acknowledge and celebrate the accomplishments of teachers and other staff members.
- The school implements strategies to promote teacher retention and development.
- The school has strategies and career pathways to keep effective teachers engaged and committed to their work.

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Criterion 4.2.3: The principal allocates resources and manages school operations in order to ensure a safe and productive learning environment.

- The principal establishes and maintains a safe and clean school environment.
- The principal creates a nurturing learning environment that addresses the physical and mental health needs of all.
- The principal allocates resources, including technology, to support student and staff learning.
- The principal institutes procedures and practices to support staff and students and establish an environment that is conducive to learning. The principal establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning.
- The principal understands, upholds, and models professional ethics, policies and legal codes of professional conduct.

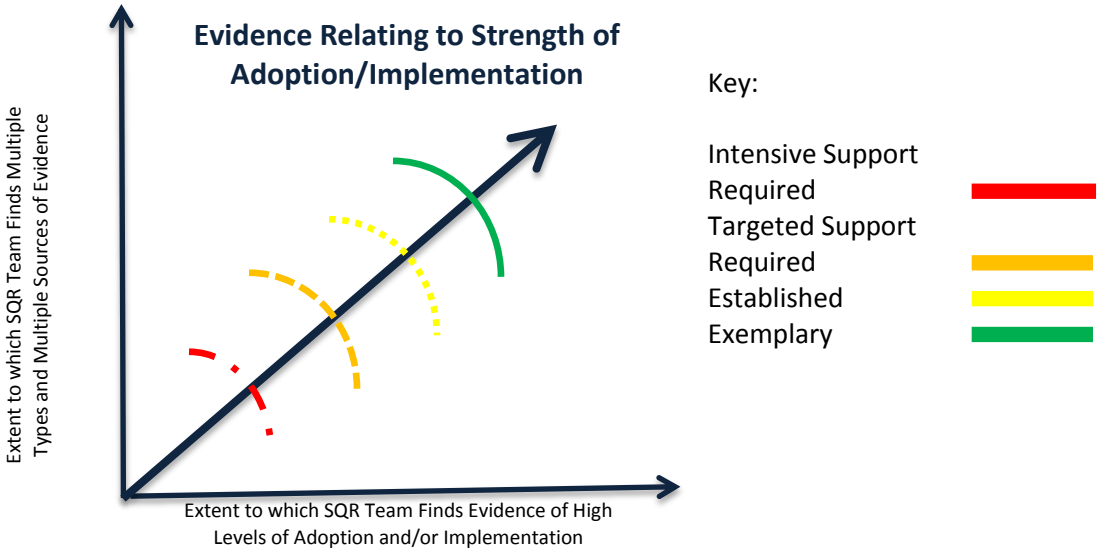
Criterion 4.2.4: The principal engages parents and community members in the educational process and creates an environment where community resources support learning.

- The principal uses community resources to improve student learning.
- The principal involves parents and community members in improving student learning.
- The principal connects the school and community.
- The principal establishes expectations for the use of culturally responsive practices that acknowledge and value diversity.

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Part VI: Implementation Level Rubric

The site visit team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the site visit team finds multiple types[1] and multiple sources[2] of evidence related to the adoption and/or implementation of a practice or system and the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



Rating	Implementation Level	Quality Standard
1	**Intensive Support Required**	Evidence indicates that the key question is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2	**Targeted Support Required**	Evidence indicates that the key question is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.
3	**Established**	Evidence indicates that the key question is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.
4	**Exemplary**	Evidence indicates that the key question is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.

[1] "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups and/or interviews; and classroom observations.

[2] "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups and/or interviews; two or more documents; and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

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Appendix A: Document Preparation and Checklist

The site visit team lead will review the SQR document list with the school leader or leadership team during one of the planning calls. The site visit team will review documents in whatever format is easiest for the school. For example, some schools have some documents in electronic format; these can be uploaded to an SQR shared folder or emailed as attachments any time prior to the visit. Other documents are on school drives or only in hard copy and are available on site only; the site visit team can review these during the visit.

Optional: It is helpful for the site visit team if the school has an abundance of documents they wish to share that they organize the documents by the aligned domain. For example, if sharing samples of grade 6 lesson plans, the school might label the document or folder **Instruction. Lesson Plans. Grade 6**

	DOCUMENTS TO BE PROVIDED TO TEAM LEAD FOLLOWING INTRODUCTORY CALL	
Scheduling	1. Roster of ALL staff, including grade levels and subject areas taught	
	2. Master schedule for all staff, including periods/times teaching and room numbers	
	3. A list of teacher preparation times or "free" periods (if not included in the roster or master schedule)	
	4. School bell schedule	
General	1. School handbooks (staff, student, family)	
	2. School improvement plans such as SSD, CAP, and /or AAP	
	OTHER DOCUMENTS FOR TEAM REVIEW ***(may be available electronically or in hard copy)***	
I1. Instruction	1. Sample curricular documents from varied grade levels and subject areas	
	2. Sample lesson plans from different grade levels and subject areas	
	3. Samples of student work (e.g., HW, quizzes, projects) from a variety of grade levels/subject areas	
	4. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to classroom **instruction**	
2. Students' Opportunities to Learn	5. Description of the school's intervention system, programs or services available for gifted, special education students, and English language learners and programs that support social or emotional well-being	
	6. Student Support Team meeting minutes or agendas and sample student intervention plans	
	7. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to **students' opportunities to learn**. Examples might include newsletters, after-school or enrichment activities for students and/or families, and parent and/or student surveys	
3.Educators' Opportunities to Learn	8. Professional development (PD) plan, PD calendar, sample PD documents such as agendas, staff feedback on session value or quality	
	9. Agendas and minutes from Teacher Based Team (TBT) or collaborative planning or from Core or grade level team meetings, data notebooks	
	10. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to **educators' opportunities to learn**	
4. Leadership	11. Sample completed teacher evaluations and informal observation/feedback forms (WITHOUT names)	
	12. Agendas and minutes from Building Leadership Team (BLT) and APT or other staff meetings	
	13. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to **leadership**	

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Frequently-asked questions from school leaders

1. *What do we tell staff about the visit?*
   Staff should know the purpose of the visit and their role within the visit. A first step in communicating these things might be distributing the Introduction and Process and Results sections (Parts I & II) of the SQR protocol as well as a copy of the classroom visit tool.

2. *Space is very tight in our building. We do not have a conference room that can house the team.*
   The site visit team is made up of educators who understand space constraints. They respect the need to protect instructional space and will adapt to what you can offer. Please focus on trying to provide a space with privacy.

3. *How much flexibility do we have in adapting the example schedule?*
   The site visit team recognizes that each school is unique and that the process needs to be adapted. The team has specific tasks that must be completed during the visit. However, the team leader will work collaboratively with school leadership to create a schedule that minimizes disruptions to the typical school day.

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Appendix B: Classroom Visit Tool (CVT) and Guidance

What is the purpose of the classroom visit tool?

The purpose of the classroom visit tool is threefold:

1. To enable observers to easily identify practices and summarize their evidence base and, therefore, establish findings that characterize classroom practices across the school;
2. To supply the report writer with quantifiable ratings across classes observed that are supported by documented pieces of evidence; and,
3. To gather qualitative evidence about classroom practices that provides additional evidence to inform the site visit team's findings.

The information collected from classroom visits provides the site visit team an additional source of information that can be used to better understand school practices and to support the team's findings.

Frequently-asked questions about classroom visits

1. *How does the site visit team select the classrooms that will be visited?*
   Classroom visits will be selected on the basis of the school's master schedule and the size of the site visit team. In larger schools, representative classes will be selected to reflect a range of teacher experience, a variety of subject areas, the range of grades served at the school, and special services or program classes as they reflect the school's mission. The site visit schedule is developed by the site visit team leader using the master schedules provided by the school leader. School principals will not determine which classrooms will be observed.
2. *What is the length of a classroom visit?*
   It is expected that classrooms will be visited for approximately 20 minutes to allow the team to derive an understanding of the lesson and the classroom climate. All visits are unannounced.
3. *What do teachers need to do to prepare for the classroom visit?*
   Teachers need not do anything to prepare for a classroom visit. Classes should reflect a typical experience for students and teachers. The site visit team is composed of education professionals who understand that behavior in the classroom may be unpredictable. The SQR seeks to establish trends across the school, not to assess isolated incidents within a single classroom.
4. *Should teachers expect to interact with the classroom visitor?*
   The intent of the classroom visit is to cause as minimal disruption to daily classroom practices as possible. Teaching staff does not need to address the classroom visitor or provide an explanation of the lesson. The classroom visitor may walk around the classroom to review student work and/or classroom postings, if appropriate.

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5. *Do teachers receive feedback from the classroom visitor?*
   The site visit team seeks to identify trends across the school, not to provide information on the effectiveness of specific classroom practices or individual teachers. Team members will NOT provide feedback to individual teachers. Class visits are NOT teacher evaluations. They will not be shared with individual teachers or any other school personnel. They are intended to provide information to the site visit team about the implementation of the academic program, the availability of resources, and any additional evidence that demonstrates aspects of school practices and operations.
6. *Should the classroom visitor expect to see all of the indicators on the classroom visit tool in a single classroom?*
   The classroom visit tool is aligned with the indicators in the SQC that reflect a range of effective practices. It is not expected that the classroom visitor would see all of these indicators. The tool serves as a resource for the site visit team to identify and explain practices that are characteristic of each individual school.

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School: _____	District: _____	Observer: _____
Date: _____	Grade: _____	Subject: _____
Start Time: _____	End Time: _____ # Adults: _____	# Students: _____

Instructions: Circle one rating for each indicator. One of the Common Core indicators should be marked N/A. No other indicators should be marked N/A or left blank.

1=Ineffective ↔ 4=Effective

	Indicators	Observer Notes		Score			
Common Core Alignment	**1a. Common Core Literacy Alignment (for all classes other than math)** Alignment to content standards Alignment to instructional shifts		N/A	1	2	3	4
	1b. Common Core Math Alignment (for math classes only) Alignment to content standards Alignment to instructional shifts Alignment to standards for mathematical practice		N/A	1	2	3	4
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior			1	2	3	4
	3. Structured Learning Environment Teacher preparation Learning time maximized			1	2	3	4
	4. Supportive Learning Environment Caring relationships Teacher responsiveness to students' needs			1	2	3	4
Purposeful Teaching	**5. Focused Instruction** Learning objectives High expectations Effective communication of academic content			1	2	3	4
	6. Instructional Strategies Multi-sensory modalities and materials Instructional format Student choice			1	2	3	4
	7. Participation and Engagement Active student participation Perseverance			1	2	3	4
	8. Higher-order Thinking Challenging tasks Application to new problems and situations Student questions and metacognition			1	2	3	4
In-Class Assessment & Feedback	**9. Assessment Strategies** Use of formative assessments Alignment to academic content			1	2	3	4
	10. Feedback Feedback to students Student use of feedback			1	2	3	4

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Appendix C: Interview Guidance and Worksheets

During the SQR, a series of interviews and/or focus groups will be conducted to gather information about the school. Interview data, similar to classroom visits, are intended to provide information about the implementation of the school's program and operations. The site visit team leader, with guidance from school leadership, will work to establish a schedule that is appropriate for the school.

SCHOOL-WIDE INTERVIEWS		
Interviews/ focus groups	**Description**	**Approximate Time Needed**
School Leadership	School leadership includes the principal and key assistants (e.g., assistant principals, curriculum instructional specialists, instructional coaches, and/or lead teachers). In addition to an interview, school leadership may be asked to provide further guidance and insight throughout the visit. Feedback on the team's preliminary findings will be presented to school leadership at the end of the site visit.	**1 hour** focus group each day **30 – 45 minute** feedback session
Teacher focus group	Groups of teachers, typically by **grade level,** make up focus groups. In some cases, the team may request a focus group meeting with a representative group of paraprofessionals, aides, or other personnel to discuss their roles in the delivery of the academic program at the school. The team makes an effort to speak to as many of the school's teaching staff as possible.	**45 minutes** (When possible, scheduled during common prep periods.)
Specialist interviews	Interviews with specialists are conducted. School leaders are asked to identify personnel who play a significant role in school functioning (e.g., the school's special education director, ELL coordinator, curriculum coordinators, guidance counselors and other relevant staff).	**30 - 45 minutes**
Student focus group Grades 4 and up	A selection of **four**-to-**eight** students representing a variety of grade levels and varying instructional needs. Students are selected by the school's leadership and/or staff. Students may be asked to bring a piece of recent work to share with the focus group leader.	**30 minutes**
Parent focus group	A representative group of **four-**to**-eight** parents, family members or guardians whose children have a range of academic needs, have attended the school for various lengths of time and who have a range of participation experiences with the school.	**30 – 45 minutes** (If possible, scheduled around arrival or dismissal)

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What is the purpose of the interview worksheet?

Interview worksheets are provided to:

1. Enable the interviewer to easily identify questions consistent with the criteria and indicators in the SQR protocol, in order to gather appropriate evidence;
2. Ensure uniformity across interviews conducted; and,
3. Provide multiple sources of evidence to support the site visit team's findings.

The interview worksheet provides a template for the site visit team to use during interviews and focus groups. This ensures that questions are being asked in accordance with the SQR protocol and that all team members are asking uniform questions. While on site, the team may develop additional, school-specific interview questions that are based on the team leader's judgment of what must be learned to come to findings on the protocol's key questions.

An interview worksheet exists for each type of focus group (e.g., school leadership, teachers, parents) who the site visit team will interview while on site. Interview questions might look slightly different; interviews conducted with school leadership might include slightly different content than what the team would ask teachers or parents. In addition, question delivery might vary slightly.

How do I use the interview worksheet?

The interview worksheets contain possible interview questions. The column on the left may be used to check the most relevant questions. The right column may be used to insert any additional questions that the site visit team, during team meetings, decides are important to ask in order to gather the required evidence. Interview notes are recorded by the site visit team for use during team deliberations and to provide the report writer with a record of interviews to ensure a sound and accurate evidence base.

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Principal/Leadership Interview Guide

Domain 1: Instruction		School-specific questions
1.	Is there a school-wide approach to behavior management that we will observe in the classrooms? ❑ Behavioral expectations ❑ Maximize learning time	
2.	What is the school's approach to instruction? Are there common practices we will observe across classrooms? ❑ Specific strategies ❑ Lesson structure and objectives ❑ Differentiation ❑ Components of the school's curriculum ❑ Student collaboration/peer work ❑ Ensuring students' cognitive engagement/higher order thinking	
3.	How do teachers assess students' mastery of skills and content during lessons? ❑ Formative assessments/checks for understanding ❑ How teachers are expected to adjust instruction/content/organization ❑ Feedback to students	
Domain 2: Students' Opportunities to Learn		**School-specific questions**
4.	How does the school identify and support students who are struggling or at risk? ❑ Process for identification of students needing academic and behavioral supports (Response to Intervention, child study/student support teams) ❑ Available academic/behavioral supports offered by school (types, frequency, staffing, training) ❑ Approach to monitoring progress ❑ Services for gifted, special education students/English language learners	
5.	In what other ways does the school support student learning? ❑ Safe and caring environment (physical and emotional safety) ❑ Family engagement ❑ High expectations ❑ Programs and supports to develop social and emotional awareness skills ❑ Opportunities to form positive relationships with peers and adults ❑ Celebration of students' success and growth	

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Principal/Leadership Interview Guide

Domain 3: Educators' Opportunities to Learn		School-specific questions
6.	Describe the school's approach to professional development (PD). ❑ Focus of PD and how it was identified ❑ Structure, frequency, and content of PD (active, intensive, sustained, follow-up) ❑ Evaluation and evidence of effectiveness ❑ Opportunities for teachers to collaborate (mentors, teams, structures, follow-up) ❑ Role of school leaders in facilitating/supporting teacher collaboration	
7.	Describe the adult culture in the building. ❑ Growth-oriented focus; shared commitments and beliefs ❑ Relationship among staff/between staff and administrators	
Domain 4: Leadership		**School-specific questions**
8.	Describe the school's vision and goals. ❑ 3-5 year vision of continuous improvement and process to include stakeholders in development ❑ School's strengths and weaknesses ❑ School goals and systems to monitor ❑ Alignment of resources	
9.	In what ways do you monitor and work to continuously improve the academic program? ❑ Review of curriculum and curriculum revisions ❑ Feedback to teachers on planning documents (lesson plans, unit plans) ❑ Feedback to teachers on instruction (observation cycle, informal walkthroughs) ❑ School-wide systems for analysis of data (dashboard, reports, walls) and determining next steps ❑ Guidance for teacher collaboration	
10.	How do you ensure effective operations at the school? ❑ Recruitment and hiring of teachers ❑ Staffing and deployment of human resources ❑ Spending priorities ❑ Productive learning environment ❑ Engagement with family and community resources	

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Teacher Focus Group Guide / Specialist Focus Group Guide

Domain 1: Instruction		School-specific questions
1.	Is there a school-wide approach to behavior management that we will observe in the classrooms? ❑ Behavioral expectations ❑ Maximize learning time	
2.	What is the school's approach to instruction? Are there common practices we will observe across classrooms? ❑ Specific strategies ❑ Lesson structure and objectives ❑ Differentiation ❑ Components of the school's curriculum ❑ Student collaboration/peer work ❑ Ensuring students' cognitive engagement/higher order thinking	
3.	How do you assess students' mastery of skills and content during lessons? ❑ Formative assessments/checks for understanding ❑ How you are expected to adjust instruction/content/organization ❑ Feedback to students	
Domain 2: Students' Opportunities to Learn		**School-specific questions**
4.	How does the school identify and support students who are struggling or at risk? ❑ Process for identification of students needing academic and behavioral supports (Response to Intervention, child study/student support teams) ❑ Available academic/behavioral supports offered by school (types, frequency, staffing, training) ❑ Approach to monitoring progress ❑ Services for gifted, special education students/English language learners	
5.	In what other ways does the school support student learning? ❑ Safe and caring environment (physical and emotional safety) ❑ Family engagement ❑ High expectations ❑ Programs and supports to develop social and emotional awareness skills ❑ Opportunities to form positive relationships with peers and adults ❑ Celebrate student successes and growth	

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Domain 3: Educators' Opportunities to Learn		School-specific questions
6.	Describe the school's approach to professional development (PD). ❑ Focus of PD and how it was identified ❑ Structure, frequency, and content of PD (active, intensive, sustained, follow-up) ❑ Evaluation and evidence of effectiveness ❑ Opportunities for teachers to collaborate (mentors, teams, structures, follow-up) ❑ Role of school leaders in facilitating/supporting teacher collaboration	
7.	Describe the adult culture in the building. ❑ Growth-oriented focus; shared commitments and beliefs ❑ Relationship among staff/between staff and administrators	
Domain 4: Leadership		**School-specific questions**
8.	Describe the school's vision and goals. ❑ 3-5 year vision of continuous improvement and process to include stakeholders in development ❑ School's strengths and weaknesses ❑ School goals and systems to monitor ❑ Alignment of resources	
9.	In what ways do school leaders monitor and work to continuously improve the academic program? ❑ Review of curriculum and curriculum revisions ❑ Feedback to teachers on planning documents (frequency, quality, lesson plans, unit plans) ❑ Feedback to teachers on instruction (frequency, type, quality, ask for an example) ❑ Support teachers in use of data (school-wide assessment systems and routines, PD) ❑ Analysis of data and determining next steps (school improvement plans) ❑ Expectations for teacher collaboration	
10.	How do leaders ensure effective operations at the school? ❑ Recruitment and hiring of teachers ❑ Staffing and deployment of human resources ❑ Supervision and evaluation processes ❑ Productive learning environment ❑ Leadership engagement with family and community resources	

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Parent Focus Group Guide

Domain 1: Instruction		School-specific questions
1.	What are the school's expectations for students when they are in class? (behavior and academics) ❑ Consistency across teachers, grade levels ❑ Communication of expectations to students and their families	
2.	How do teachers know where students are struggling and what they are doing well? ❑ Assessments ❑ Feedback to students	
Domain 2: Students' Opportunities to Learn		**School-specific questions**
3.	How does the school support students who are struggling or at risk? ❑ School's process for identification of students needing academic or behavioral supports (Response to Intervention, child study/student support teams) ❑ Available academic/behavioral supports offered by school (types, frequency, staffing, training) ❑ School's approach to monitoring progress ❑ Services for special education students/English language learners	
4.	In what other ways does the school support student learning? ❑ Celebration of students' (academic) accomplishments ❑ Family engagement (workshops, opportunities to share home practices to support student learning, parent volunteerism, PTOs) ❑ Safe and caring environment (physical and emotional safety across classrooms, hallways, parking lots, etc.) ❑ Hold and communicate high expectations ❑ Programs and supports to develop social and emotional awareness skills ❑ Opportunities to form positive relationships with peers and adults ❑ Extracurricular activities (clubs, sports)	

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Domain 4: Leadership		School-specific questions
5.	Describe the school's vision and goals. ❑ Vision and process to include stakeholders in development ❑ School's strengths and weaknesses ❑ Alignment of resources	
6.	How do leaders ensure effective operations at the school? ❑ Productive learning environment ❑ Leadership engagement with family and community resources	

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Student Focus Group Guide

Domain 1: Instruction		School-specific questions
1.	How is the school preparing you for college or career? Provide an example. Do you ever/Have you ever: ❑ Complete an extended (3-to-5-page) research paper ❑ Read non-fiction materials ❑ Take notes while the teacher gives you a presentation or a lot of information ❑ Conduct science experiments and analysis of data ❑ Work on challenging math concepts (fundamentals of algebra, geometry) ❑ Take a second language ❑ Practice time management skills ❑ Create to-do lists, set goals, etc. ❑ Use computers to complete your assignments ❑ Work on assignments that require considerable out of class preparation ❑ Learn about college admissions process, tuition/financial aid ❑ Learn career/technical skills (vocational opportunities)	
2.	What are the expectations while you are in class? ❑ High expectations (behavior and academic) ❑ Consistency across the school ❑ Communication of expectations ❑ Rewards for good behavior	
3.	What kinds of activities do you usually do in class? Describe a typical lesson in: ❑ Reading/Writing/Math/Science/Social studies ❑ Challenging ❑ Engaging ❑ Work collaboratively ❑ Specific strategies used by teachers	
4.	How do teachers know how you are doing in class? How do you know how you are doing at this school? ❑ Report cards ❑ Progress reports ❑ Assessments (standardized and teacher created) ❑ Rubrics ❑ Feedback from teachers or peers ❑ Chances to correct or revise work	

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Student Focus Group Guide

Domain 3: Students' Opportunities to Learn		School-specific questions
5.	What types of support does the school offer kids who need extra help? ❑ Identifying students in need/accessing extra help ❑ Out of school academic services (tutoring) ❑ In school academic services ❑ Opportunities for credit recovery during summer or weekend programs	
6.	Does the school offer any programs aimed at helping kids develop social skills? ❑ Violence/anger management programs ❑ Community circles ❑ Mentoring programs ❑ Boys'/girls' groups ❑ Clubs and extracurricular activities; sports ❑ Student governance/student council	
7.	How does the school celebrate your accomplishments? ❑ Awards ceremonies ❑ Announcements ❑ Rewards/trips ❑ National (Junior) Honor Society	
8.	Is this school a safe place? ❑ How does the school work to make sure that kids here are safe? ❑ Security personnel or equipment ❑ Training/workshops; bullying	
Domain 4: Leadership		**School-specific questions**
9.	How does the school involve your families and the community? ❑ Workshops for parents ❑ Opportunities to volunteer ❑ Attendance at ceremonies, community meetings ❑ Parent/Teacher Organizations ❑ Principal's role with families ❑ Community organizations	
10.	Describe the school's vision and goals. ❑ Vision and goals ❑ School's strengths and weaknesses ❑ Alignment of resources	

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Appendix D: Prioritization

Prioritizing Domains and Ratings: Introduction

A formative site visit process is only as good as the follow-up to the process. If the process is not linked to a clear prioritization and action planning, then its long-term impact on student learning is likely to be minimal. The purpose of the prioritization process is to assist school leadership teams in thinking through areas for improvement that are most important/most likely to impact student achievement and outcomes and should be addressed first.

The prioritization process occurs during a half-day meeting on the last day of the site visit. It should include key members of the school's leadership including teacher leaders, in addition to members of the site visit team.

The following pages are intended to provide the school an overview of the prioritization process, as well as to serve as a guide for the team. This process may vary from school to school; each school has unique needs and different levels of experience with prioritization planning.

What are the steps involved in prioritization?

There are several steps that are addressed during prioritization. These steps are described in further detail on the following pages.

1. Introduce the process
2. Review SQR ratings
    a. Identify strengths and resources
    b. Identify needs, issues, and opportunities
3. Prioritize one area in the instructional domain that is aligned with the school's AAP, SSD, or CAP
4. Develop a Theory of Action
5. Establish a goal
6. Develop an implementation plan
7. Develop a communication plan for sharing

Facilitation and decision-making methods

Throughout prioritization, there are many decisions to be made. The very nature of the process forces the participants to narrow their focus. This can be challenging because it means letting go of some things in the short term in order to first address what is most important. Going through such a process is easier if you start by determining how decisions will be made.

Neither the site visit team members nor the Network Leaders will be making decisions for the school. However, site visit members, the team lead, and Network Leaders are committed to supporting the school in planning to impact instruction based on the SQR feedback.

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1. Introduce the process

The participants will review the purpose of prioritization and engage them in the process by previewing the session agenda and outlining clear roles and responsibilities of all parties. During this component, the facilitator will work with participants to set team norms/ground rules and determine how decisions will be made throughout the session.

2. Review SQR Ratings

The facilitator will share the SQR findings with participants and the group will have an opportunity to react to the findings by identifying what each participant finds surprising, encouraging, and deflating about the findings.

3. Prioritize area

During this step in the process, participants will identify the findings that have the greatest impact (both positive and negative) on the success of the school, in order to move forward with developing an action plan. Participants are asked to focus on the instructional Domain and choose an area that directly aligns with goals or strategies found in the schools current AAP, SSD, or CAP

4. Develop a Theory of Action

During this step in the process, the participants will develop a theory of action (TOA). *For example; If teachers provide students with frequent checks for understanding, then teachers will be able to access student mastery of the lesson objective that will lead to improved student performance.* School teams are encouraged to develop a TOA that will impact instruction, is directly aligned to the schools existing strategic plans (AAP, CAP, or SSD) and is achievable within a specified time frame using the resources currently available to the school.

5. Establish a goal

The goal should be aligned to the Theory of Action and participants will identify strategies for achieving that goal. Strategies should consider areas critical to success such as planning, training, supports, and tools for monitoring.

6. Develop an Implementation plan

The facilitator will guide participants in the creation of an action plan, identify the length of time that is needed to complete each action, what training you will provide to achieve your goal, the date by which it will be completed, a champion for each action, and a method for reporting progress. The participants will determine a measure that will allow them to monitor the progress of their goal over the following weeks and months. This measure will also allow them to know when they have achieved their goal or if they need to alternative actions

7. Develop a communication plan for sharing.

Develop a plan for sharing the SQR results and next steps with the school staff. The plan should include when and how the SQR process and action plan be shared with staff.

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