

Connecticut
State Department of Education



Connecticut Quality Review

**Notes of Guidance
2007- 2008**



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Part 1

Principles of School Quality Review

School Quality Review

1.1 Purpose of School Quality Review

The School Quality Review program is designed to enable and assist:

- The Connecticut State Department of Education and Districts to have a clear picture of the quality of education provided in their schools;
- Schools to have a clear view of their strengths, areas for development, challenges and successes.

The purpose of these Notes of Guidance is two-fold:

1. To clarify the process for Connecticut schools and especially principals;
2. To provide a comprehensive reference for the reviewers.

Principals can use the assessment criteria to prepare for their review. The criteria can also be used to sharpen the focus of the school's self-evaluation processes. When discussed with staff and other stakeholders, the criteria help to make the assessment more relevant and developmental.

1.2. Cambridge Education

Cambridge Education has been chosen by Connecticut because it has wide experience as a provider of assessment, review and training for schools across the world, including America. However, this is only one of the reasons for this choice; all reviewers involved in Connecticut School Quality Reviews have been through a rigorous training program. They have worked in schools and/or Local Education Districts affording them a credible history as educationalists. These two factors help principals and their staffs feel more confident. Understandably, they want to know that the reviewers who visit their schools are independent, free from personal bias and experienced in school improvement, review and assessment.

Cambridge Education's reviewers will make judgments from first hand observation and assessment of how well schools are meeting their aims, vision or mission statements and school goals. They will use the Connecticut guidance documents to judge how well the school is meeting the needs of the students.

1.3 Key Questions

The key questions underlying the School Quality Review are:

- How well is the school doing now?
- What is the evidence that all components of the school's improvement plan and, where relevant, the school's restructuring plan, have been implemented?
- What is the impact of the restructuring and improvement plans, and what evidence is there that the actions have resulted in improved student learning?
- What does the school need to do in order to continue to improve? (i.e., recommended next steps)

1.4 Key Focus

The key areas of focus for the school quality review are:

- evidence of student achievement in core subject areas, and of improved progress;
- evidence of quality of instruction provided, including the use of data, the quality of teaching, learning and curriculum ;
- evidence of ways that the school has fostered development of students' personal character;
- evidence of school leadership and management; and
- evidence of existing partnerships with parents and community.

1.5 The Role of Self-Evaluation

The School Quality Review is one part of Connecticut's program for school development. It is an external, unbiased validation of the school's work and qualities. The criteria used by the review teams are the same for all Connecticut schools. After the reviewer has given oral feedback, on the last day of the visit, they will write the final report. This report, which is published 30 working days after the review, is an analysis of the school's strengths and weaknesses, which provides the State, District and leadership team with an objective view of the school.

When school review is set within a culture of ongoing self-reflection, analysis of results and action, it becomes a very powerful tool for school improvement. Self-evaluation complements external review when it is embedded in the school's processes, enabling it to identify priorities for improvement, monitor program delivery and evaluate outcomes in students' learning.

The State's inclusion of an external school review program aids Connecticut schools in their development by providing a system which:

- Identifies strengths and weaknesses in key areas of schools' work.
- Models strategies which schools can develop, for example, use of lesson observation and work analysis, *triangulating* data to trace cause and effect in teaching, learning and achievement, and other monitoring and evaluation activities, for example, through surveys and discussion with key stakeholders.
- Ensures a quality framework which operates consistently throughout Connecticut schools.

Part 2

The School Quality Review Process

2.1 The Stages of School Quality Review

The school Quality Review process has three stages:

- Stage 1: Preparation
- Stage 2: School visit
- Stage 3: Final report

Stage 1: Preparation

Focused preparation provides the foundation of a successful school quality review. Once the schedule has been established a member of the Cambridge Education administration team will contact the principal to ensure that the school is fully aware of the process and procedures, including all pre-documentation and the dates of the review.

The school will be asked to complete the Self-Evaluation Form (SEF) providing useful and relevant background information, such as number of students and teachers, languages spoken and the school's own perception of how well it meets the five quality review criteria.

At the start of the review, the State and/or the District will provide Cambridge Education with:

- the latest version of the school's improvement plan;
- copies of report(s) of any internal evaluation undertaken during the past two years;
- organizational chart(s) which highlights any recent changes made, including roles and responsibilities,
- details of the staff professional development program.

The lead reviewer will use this information alongside the SEF to gain an understanding of the school context, its history and most importantly, improvement actions which have taken place during the past two years.

Stage 2: School Visit

The review team will be in the school for two days, during which time they will follow an intensive daily schedule. The reviewers will collect evidence through direct observation of teaching and learning, examining students' work, as well as having discussions with teachers, students, parents and other members of the school community. This evidence will provide the assessor with a thorough understanding of the nature and quality of the school's work.

Documentation and Data

The reviewers will assess and evaluate all relevant documentation and data provided by the district and the school. This documentation should include examples of students' work, as well as curriculum documents such as scope and sequence, records of internal assessment and results in external tests and examinations. The school may offer other relevant measures or indicators of standards and progress in order to demonstrate the achievement of students' overall, and for the school's key sub-groups.

Leadership and Management Teams

Meetings with the principal, school leadership and administration teams will be a key element of the reviews. During these meetings, reviewers will ask key questions linked to the focus areas for the review.

Class visits

One of the most important activities will be observing how well students learn as a result of the instruction they receive. This is a **cornerstone activity** in making the evaluation of "the overall effectiveness of the school."

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Engaging students

Reviewers will talk with students in order to assess their understanding and knowledge of various subjects of study, their attitudes towards their schoolwork and their general feelings about the culture of the school.

Meetings with staff and parents

Meetings with staff and parents provide reviewers with a valuable insight into the quality of education provided at the school.

Sample Site Visit Schedule

	Day One	Day Two
8:00 – 8:30	Meet with Principal review SSE and school data	Meet with Principal re data &
8:30 – 9:15		Meet with Parents
9:15 – 10:00	Site tour	Class visits
10:00 – 10:45	Class visits	Class visits
10:45 – 11:30	Class visits	Class visits/data
11:30 – 12:15	Student focus group	Additional evidence gathering
12:15 – 1:00	Lunch with teachers	
1:00 – 1:30	Reflection	Reflection complete and print feedback form
1:30 – 2:00	Class visits	
2:00 – 2:45	Curriculum plans	Meet with District Adviser
2:45 – 3:15	Observe any after school activities	Verbal and written feedback to Principal,1 or 2 lead faculty
3:15 - 4:00	Meet with Administration	

The above should only be seen as indicative of the range of activities that will take place during the site-visit. Prior to the visit the principal and the lead reviewer, through phone and email correspondence, will agree on the exact details of the schedule.

Verbal Feedback

The reviewers will meet with the principal regularly during the course of the visit, to give feedback on the progress of the assessment, check and clarify understandings and request any other information necessary. An overview of the observations made on teaching will also be given daily. The principal can also direct feedback to the reviewers on any issues which require following up.

At the end of the visit, the lead reviewer will provide initial feedback to the principal. This will provide an overview of the review outcomes, outlining the main strengths and areas for improvement, which derive from the judgments in the five framework criteria. If there has been effective communication throughout and particularly if the school is reflective and self critical in its approach to the review, it is unlikely that the feedback will contain any surprises.

It will be helpful, however, for the principal to have other members of the senior team present. This will enable the principal to listen, direct all his/her attention to the messages given and ask questions.

School Quality Review

Stage 3: The Final Report

The reviewers will use the evidence they have recorded in the record book to produce a report which is an analysis of the school's strengths and areas for improvement, together with an evaluation of how well the school meets each of the quality review criteria.

From this, the school should develop a plan of improvement which focuses on the school as a whole and which keeps the use of data to drive instruction at the forefront of its thinking and planning. The draft report will be sent to the school within 20 working days, for a factual check, with the final report being published within 30 working days of the end of the site visit.

PART 3

The Review Criteria

School Quality Review

The Review Criteria

School Quality Review uses the following five criteria:

- 1 Student achievement in core subject areas.
- 2 The quality of instruction provided, including quality of teaching and curriculum, and the use of performance data to promote learning.
- 3 Fostering the development of students' personal character
- 4 Effective school management and leadership.
- 5 Partnerships with parents and community.

1. Students' achievement in core subject areas

The aim of the State is to raise the achievement in Connecticut's schools and to ensure high expectations for all students, including key subgroups.

Connecticut's schools focus on the results of students' performance in tests and on ensuring that all students make progress throughout the curriculum. A key measure of a school's effectiveness therefore is the achievement of students in relation to grade benchmarks in Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) and other tests and how that compares with other District and State schools. Hence, achievement is an *objective* measure of how well students are doing compared with a state benchmark. The review therefore uses the five performance levels of the state tests, i.e., below basic, basic, proficient, goal and advanced, to describe the students' achievement.

Another key measure is how much progress students make during their time in school. Progress reflects how well the students are doing in relation to where they started, i.e. the extent of the gains they make on previous learning and achievement. If, for example, students start in the school with very low reading skills, but by the end of the fifth grade are better than average (proficient), progress would be described as very good. If the reading skills of these students improved, but they were still below the average for their age by the end of the fifth grade, their improvement or progress would be satisfactory. Clearly the amount of progress that students make will depend on their previous learning and whether they have particular needs that can make learning more difficult. For example, the progress of students who are just starting to learn English may be slow at first as they come to terms with the language and, in some cases, an unfamiliar culture and setting.

The school's effectiveness in promoting, and *sustaining*, the progress of individuals and groups of students, will also be key factors taken into account in evaluating the progress overall and the school's capacity to succeed. This includes different ethnic groups, those for whom English is an additional language, males and females, special education students and higher achievers, and any other groups particular to the school's context.

2. The quality of instruction, including quality of teaching and curriculum, and the use of achievement data to promote learning

When evaluating the quality of teaching, reviewers will focus on:

- The *impact* of teaching, in terms of student learning, progress and achievement.
- The aspects of teaching that work best, or least well.
- The identification of good practice, common strengths and weaknesses across the school and/or in individual subjects or grades.
- The extent to which teaching promotes the learning of all students, paying particular attention to the key subgroups mentioned above.

Learning is evaluated in relation to the students' response to lessons and to the school's curricular opportunities. Reviewers take particular note of the students' interest level and engagement; teaching is assessed in its impact on student learning.

School Quality Review

The quality of learning is judged in terms of:

- The gains students make in knowledge, understanding and skills.
- The students' competence as learners.
- Their behavior and attitudes to learning.

Learning is evaluated by observing students as they take part in classroom and other activities, for example, by looking at their work, speaking with them in classrooms and around the school.

The reviewers will concentrate on observing lessons in the core subjects. They will complete an observation form when they are in lessons, and will record their evaluations of the quality of teaching and learning, and judgments about students' achievement and progress. Reviewers will also gather evidence on how well test and assessment data are used to understand each student's next learning steps. They will consider whether the school uses collaborative planning to set high goals for improving the quality of instruction and accelerating each student's learning.

Reviewers will particularly focus on the following elements:

- How effective are the school's arrangements for assessing and recording student achievement and progress?
- Do all teachers assess students' work thoroughly and use data to develop and improve teaching and learning?
- Do teachers use homework and extension activities effectively to reinforce and/or extend what is learned in school?

It is important that students experience a rich, broad and interesting curriculum so that they can develop as well-rounded individuals and achieve in areas such as sport, music, dance, drama and art, as well as in academic subjects. The reviewers will therefore evaluate the extent to which the content and organization of the curriculum provide students with access to a wide range of learning experiences and promote high achievement and personal development. They will also assess the curriculum schedule to evaluate how well time is used to enable the students to make good academic progress and the contribution of extra curricular activities to their overall development.

3. Fostering the development of students' personal character

Students' personal development is closely linked to their attitudes to learning. It is evident in their behavior in lessons and around the school campus, in participation in school activities, their relationships with each other and with adults and in their willingness to take responsibility and use initiative. Their personal development is also shown in values and beliefs that embody respect for themselves, others and school property.

Evidence is found from observing students in lessons and around the school, talking with groups of students and individuals, assessing how they relate to peers as well as adults. In addition, other evidence will contribute; for example, data on suspensions, participation in extra curricular activities and, as young citizens, in the life of their community inside and beyond the school.

Good attendance is an important indication of individual student success and a school's overall achievement. The reviewers will evaluate students' attendance and punctuality, analyzing reasons for absence where attendance is poor. The reviewers will also evaluate how well the school ensures that students' work in a safe and secure environment. Reviewers are not health and safety experts but will note and inform the school of any concerns they have regarding students' welfare, health and safety. Evidence will come from observations of lessons, discussions with staff and students.

4. Effective leadership and management

The way in which the school is led and managed is a critical factor in school effectiveness. Assessment and research findings around the world show that leadership has a profound effect on every aspect school.

The quality of leadership and management is measured in terms of:

- How well the leadership is leading the school to meet the aims of Connecticut schools and to achieve the school's mission.
- How effective are the strategies used for raising standards of achievement and student progress.
- How well the instructional leadership team use students' work and available data to initiate school wide developments which impact well on student learning
- The effectiveness of the strategies employed to involve parents in their children's education
- How well the school leads and develops staff to fulfill its mission.

There is no simple definition of leadership, but quality leadership demonstrates:

- Clear vision, which is well shared with staff and others.
- A sense of purpose and high aspirations.
- A relentless focus on student achievement.
- Strategic planning towards the school's ambitions and goals.
- The creation of effective teams.
- Good role modeling.
- An inclusive school in which each individual matters.

Effective management includes:

- Systems which promote efficiency, while enabling teacher collaboration and high morale.
- Rigorous self-evaluation, including data analysis and lesson observation.
- Processes which enable teachers and leaders to act promptly on the outcomes of monitoring and evaluation activities.
- Commitment to staff development and good staff deployment.

5. Partnerships with parents and community

A respectful relationship with parents/guardians in which they feel involved in, and informed about, their child's education is an important factor in the progress that students make.

Evidence can come from the meeting between the lead reviewer and parents/guardians about how well the school involves and informs them. The progress reports that the school sends home are an important indication of the quality of communication with parents. Reviewers will assess how effective the school is in devising strategies to include all parents and guardians especially those for whom English is an additional language. They will also evaluate the range and quality of the partnerships which the school has with its local community.

PART 4

**QUALITY
ASSURANCE**

Quality Assurance

Cambridge Education works closely with Connecticut to ensure that school review is of consistently high quality. Consistency is maintained through:

- Recruitment, training and development of high quality, experienced reviewers
- Development of effective systems to ensure consistent process and practice.
- Selected on-site monitoring visits by CE's professional consultant.
- Quality reading and assessment of reports at draft stage.
- Evaluation of the evidence base submitted by the reviewers.

Code of Conduct

Reviewers adhere to a code of conduct which requires them to:

- Evaluate objectively and impartially.
- Report honestly and fairly, ensuring that their evaluations and judgments accurately and reliably reflect what the school does.
- Work with integrity, treating everyone with courtesy and respect.
- Do all they can to minimize stress, not over-observe staff or demand unreasonable amounts of paperwork.
- Act with the best interests and well-being of students and staff.
- Communicate clearly, frankly and sensitively in order to improve practice and further development.
- Respect the confidentiality of information.
- Work to deadlines and time scales.
- Undertake training and development as required.
- Accept and comply with Cambridge Education's monitoring and quality assurance policy.

If a school believes that this code has not been adhered to during a review, the matter should be taken up with the lead reviewer and Cambridge Education's manager of Connecticut School Quality Reviews.

Appeals

Introduction

Cambridge Education is committed to providing a rigorous program of training and professional development for its team of reviewers. This program will ensure the delivery of regular high quality reviews to Connecticut districts.

All reviewers working for Cambridge Education are signatories to the professional Code of Conduct, agreed with Connecticut State Department of Education. They have undertaken to work to a consistently high standard to support Connecticut districts.

It is recognized that there may be occasions when schools consider that the process has not served them well. In this case, it is important that there are clear procedures to resolve areas of concern and appeal.

This section sets out the procedures agreed between Cambridge Education and the Connecticut Department of Education to resolve any concerns and appeals. Cambridge recognizes the importance and urgency of resolving such issues in order that districts are reassured that their concerns are taken seriously. Appeals will be investigated thoroughly, fairly and chronologically, and resolved in a professional and equitable manner.

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Stage 1 – Informal appeal

1. When a principal is not satisfied with the conduct of the Quality Review, they should seek to resolve any issues through discussion with the lead reviewer as early as possible during the review process.
2. Once the school has received the draft report, and finds that there is a factual or statistical error that needs to be corrected, the principal should contact the office manager, Anne Boyce, at anne.boyce@camb-ed-us.com.
3. The page, paragraph and line number should be quoted and the corrected information given. The report will be amended within **two** working days, following clarification with the reviewer and/or the school, and the final report sent via e-mail to the principal.
4. If the issue is more complex, or one that relates to a score, the principal should outline their concerns in an e-mail addressed to the office manager. It is not necessary at this stage to raise the issue with Connecticut Department of Education as it will be the final arbiter in the unlikely event of an unresolved appeal.
5. The principal will receive a considered response from Cambridge Education within **five** working days along with the final report.

Stage 2 – Formal appeal

1. Should the issue not be resolved at the informal stage to the satisfaction of the school, the principal may wish to consult with their network leader in considering whether there are grounds for a formal appeal.
2. If the decision is made to proceed to the next stage, the principal should write to the office manager, Anne Boyce, within **five** working days, outlining the nature of the formal appeal and substantiating the reasons for requesting changes.

The letter should be sent to:
Anne Boyce
Cambridge Education
475 Park Avenue South 10th Floor
New York, NY 10016

or by e-mail to anne.boyce@camb-ed-us.com

3. The letter or e-mail will be acknowledged within **two** working days of receipt and a copy sent to the Office of Accountability.
4. A formal investigation, taking all available evidence into account, will be carried out by the quality assurance manager.
5. Sources of evidence will include the contents of the letter of appeal, which should provide clear evidence to support the appeal; the record book(s) completed by the quality reviewer(s) and, if appropriate, any discussions/telephone conversations/e-mail contacts with the principal and the quality reviewer(s).
6. A written response will be sent to the principal within **ten** working days of the acknowledgement letter being sent out. A copy of the letter will be sent to the Office of Accountability.
7. A copy of the final report will accompany the response.

School Quality Review
Stage 3 – Final appeal

1. If the principal remains dissatisfied with the response, following the completion of the formal investigation, there remains a final appeal to the Bureau of Accountability.
2. Within **five** working days, the principal should e-mail both Anne Boyce at Cambridge Education and the Bureau of Accountability deborah.richards@po.state.ct.us, stating “Final Appeal” in the subject line and requesting that the Bureau of Accountability conduct a final investigation.
3. The office manager will acknowledge receipt within **two** working days and provide the Bureau of Accountability with all documentation.
4. The Bureau of Accountability will carry out the investigation, the outcome of which will be binding on all parties.
5. The principal will receive the final decision from the Bureau of Accountability within **ten** working days, explaining the outcome.
6. Copies of the final ruling will be sent to Cambridge Education who will make any amendments necessary to the final report and issue it within **two** working days.

PART 5

APPENDICES

Appendix 1 Review Criteria and Rubric

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School Quality Review

Evaluation Criteria and Grade Descriptors

Connecticut School Review Criteria 2007 - 2008

In the complex context of school reviews it is important that the terminology used is clearly understood by everyone concerned. It is therefore very important that clear guidance is provided and that all reviewers consistently follow it when making their evaluations. The following rubrics provide an overview of the terminology and evaluation criteria to be used both during school reviews and feedback process.

Quality indicators can help us to assess the extent to which school aims are being met. The school's aims provide general expectations. Federal, state and local publications provide specific expectations for curricular areas, stages or issues in learning and teaching. Together with the school aims, they help to contextualize quality indicators by suggesting features to look for. These can be evaluated against the five levels of performance which are an integral part of each quality indicator. It is important to bear in mind that **assessing levels will always be more of a professional judgment than a technical process**, however the following general guidelines should be consistently applied.

For 2007/08, the following five grades will be used across all Connecticut School reviews:

Grade	Achievement	Overall and Criteria judgments
1	below basic	in need of substantial improvement
2	Basic	in need of improvement
3	Proficient	meets requirements (seen as meeting the basic or minimum level)
4	Goal	exceeds (minimum) requirements
5	Advanced	Excellent

NB For a school or District which is in the third year of need of improvement (under NCLB requirements) – any one of the individual sub-criteria could achieve a 1- 5 grade . However, the overall grade for the school will be a 1 or a 2, except in exceptional circumstances where the extent of improvement is very significant and shows strong signs of being sustained.

Hence, the report would use the following format:

Overall judgment

The quality of education provided by this school is in need of improvement. The achievement of students is below basic in ELA and math.

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1	An evaluation of <i>in need of substantial improvement</i> applies to schools where there are major weaknesses in the quality and/or range of education provided (provision) by the schools, requiring immediate remedial action on the part of the school. The student's learning experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated <i>as in need of substantial improvement</i> will require intensive intervention and support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school.
2	An evaluation of <i>in need of improvement</i> applies to schools where the quality of and/or range of education provided (provision) by the schools is characterized by weaknesses which require remedial action by the school. Some, if not all, staff responsible for provision evaluated <i>in need of improvement</i> require assistance and support from senior managers in planning and carrying out the necessary actions to effect improvement. There may be some strengths but these are overshadowed by the impact of the weaknesses.
3	An evaluation of <i>meets requirements</i> applies to schools where the quality of and range of education provided (provision) by the school is characterized by a number of strengths particularly across the core areas of English Language Arts and Math. There are weaknesses but, neither singly nor collectively, do these have a significant adverse impact on the student's learning experiences. An evaluation of <i>proficient</i> may be arrived at in a number of circumstances. The provision may make for a productive student learning experience but it may not provide consistent challenge for all students across all areas of the curriculum. The staff responsible for the provision will require limited support from managers. Typically provision in the school will be characterized by strengths, but there are areas for significant improvement in one or more specific areas.
4	An evaluation of <i>exceeds requirements</i> applies to schools where the quality of and range of education provided (provision) by the school is characterized by a number of strengths across most areas . There are weaknesses but these do not have a significant adverse impact on the student's learning experiences. An evaluation of <i>exceeds requirements</i> may be arrived at in a number of circumstances. The provision makes for a productive student learning experience but it may not provide consistent challenge for all students across all curriculum areas. The majority of the staff responsible for the provision will have the capacity to undertake the changes, with little or no intervention of senior managers. Typically provision in the school will be characterized by strengths, but there are areas for improvement in at least one specific area.
5	An evaluation of <i>excellent</i> applies to schools where the quality of and range of education provided (provision) by the school is well above basics and its is characterized by strengths across all areas and by a wide range of high quality learning opportunities for all students. There are very few weaknesses and any that do exist do not diminish the students' learning experience. The staff responsible for the provision will have the capacity and desire to lead and manage the changes, requiring only limited direction from senior managers. Whilst an evaluation of <i>excellent</i> represents a very high standard of provision, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its provision without significant adjustment. However, the school would always be expected to continue to take advantage of opportunities to improve.

The Evaluation Framework

Key: Sub-criteria in both ***bold and italic*** are drivers in arriving at the overall judgment
 Sub-criteria in **bold** must also be explicitly evaluated in the report
 Other sub-criteria should be evaluated, and included in the report if they have significant positive or negative impact.

Grade descriptors

For grade 2 descriptors, emboldened text indicates the key aspects that delineate grade 2 from grade 1.
 For grade 4 descriptors, emboldened text indicates the key aspects that delineate grade 4 from grade 5.

Criterion 1: Student achievement in the core subjects		1	2	3	4	5
1.1	<i>how well the school's results compare to those of similar schools</i>					
1.2	the extent to which the students' achievements have improved					
1.3	<i>how well the school's results in state and other standardized tests compare with the state or national averages</i>					
1.4	the extent to which the school sets challenging goals and benchmarks and is on course to meet, or exceed them					
1.5	how much progress the students have made during their time in school and during any given grade					
1.6	the progress of special education students					
1.7	the progress of English language learners					
1.8	the progress of higher achievers and gifted and talented students					
1.9	the extent of any differences in the achievement by students of different gender or ethnic student groups					
1.10	how well the school addresses the needs of different ability groups					

Grade	Descriptor
2	<ul style="list-style-type: none"> Results are at basic, and in need of improvement. They are well below state schools in core subjects. The situation may be similar to previous years but is not deteriorating. Results are flat or improving but not fast enough to make a significant impact on the gap to similar and state schools. There may be lack of urgency about what is needed or the school has only a partial grasp on what needs to be done. It may be that all staff are not aware or 'signed up' to the changes needed. The school's goals for student performance may be weakly defined, unambitious or unhelpful in targeting improvement. Goals are set but not with sufficient challenge to ensure acceleration in students' progress. The school's goals do not translate into demonstrable action in the classroom in all subjects. Progress is likely to be uneven from year to year, grade to grade or between different students groups. Although some progress is evident, it is inconsistent and there is no clear positive trend. The school is not making a substantial difference for all students. It may be focused intensely on certain groups and others have 'marked time' or been left behind. The achievement gaps between groups are not being closed with sufficient speed. The school may have only partially analyzed what needs to be done to make improvements for all groups or actions and initiatives are too recent to have made a demonstrable impact on achievement.
4	<ul style="list-style-type: none"> The students' achievement is at goal and exceeds minimum requirements. It is likely to be exceeding that for similar schools and closing the gap between itself and State school averages. There has been rapid and sustained improvement in rate of progress resulting in a substantial reduction of the gap between similar and State schools. There is a unified approach to raising achievements. Most goals are precise, well-founded in evidence and provide constant challenge. Overall progress is reflected in the progress of all groups and any gaps in performance between groups have been identified and largely rectified. The school constantly evaluates the impact of what it does to raise achievement by looking at the effect on achievement of all groups, grades and subjects. It may miss a small number of opportunities but this does not detract significantly from its successes.

Criterion 2: The quality of instruction through teaching, learning and curriculum, and the use of data to promote learning		1	2	3	4	5
2.1	the consistency and effectiveness of implementing literacy initiatives					
2.2	the consistency and effectiveness of implementing math initiatives					
2.3	the impact of professional development and collaboration by teachers on teaching and learning					
2.4	the impact of teachers' subject knowledge and understanding on student achievement					
2.5	the consistency of implementing research based literacy instructional strategies across the curriculum					
2.6	<i>the use of methods that enable all students to learn effectively</i>					
2.7	the effectiveness of behavior management strategies					
2.8	How well the curriculum develops a broad range of skills and aptitudes, and motivates students					
2.9	the extent of enrichment through its extra-curricular provision, including support for learning outside the school					
2.10	<i>the impact on student learning of arrangements for assessing and recording their achievement and progress</i>					
2.11	<i>How well teachers assess students' work and use data to develop and improve teaching and learning</i>					
2.12	the use homework and extension activities to reinforce and/or extend what is learned in school					

Grade	Descriptor
2	<ul style="list-style-type: none"> • Initiatives are in place but have only marginal or very recent impact on achievement in math and literacy. There may be pockets of good practice but inconsistencies between subjects, grades or classes in the ways the initiatives are managed by key staff or used by teachers limit positive impact. • Professional development focuses on what the school needs to do but is effecting only slow improvement in the quality of learning for students. There are elements of collaborative work but some teachers may be working in isolation, reducing their overall effectiveness. • Teachers' subject knowledge is adequate to teach the curriculum. Teachers use a range of methods but these lack sufficient flexibility or are weakly matched to all students' needs. The school has agreed behavior management strategies but they are not used with complete consistency or are ineffective because of other flaws. Teachers make partial use of assessment but the overall impact within the school of the collection, analysis and use of data does not support continued and accelerated improvement in students' achievements. Homework is used but there may be inconsistencies in quality or usage, which detract from its impact. • The curriculum meets basic requirements but lacks sufficient breadth to stimulate a wide range of student engagement and enthusiasm during lessons. There are after school activities and/or support for learning but their impact on students' academic or personal development is not fully assured.
4	<ul style="list-style-type: none"> • Initiatives in literacy and numeracy are making a strong positive difference to students' achievement and progress. There may be some weaknesses but these have been identified by the school and are not inhibiting generally widespread improvements. There is a strong, effective coherence between professional development and what is needed to improve students' progress. Collaboration is the norm for most teachers/leaders and teams. A few shortcomings remain but do not detract from the overall positive climate. • There is a strong consistent focus on improving students' learning through measures such as broadening the range of teaching strategies, improving teachers' subject knowledge, behavior management, effective assessment and making homework meaningful and helpful to students. • Data is a primary improvement driver and is very well used at all levels of management. Analysis of data and subsequent action are cogently linked, particularly in core subjects. As a result the school has a thorough understanding of how well all its students are doing. There may be a few small gaps in data analysis and usage but they have little impact on students' achievements. • A few areas remain to be tackled but the school has addressed the main priorities thoroughly. • The curriculum is broad and affords students with a wide range of experiences both in class and after school. The school makes regular checks on quality and knows where gaps remain although these are relatively small compared to what is in place.

Criterion 3: Students' personal character development		1	2	3	4	5
3.1	<i>the extent to which students behave well and have positive attitudes to learning</i>					
3.2	how students reflect on the social, moral and ethical implications of their work					
3.3	<i>the extent to which students show initiative, take responsibility, and contribute to the school and wider community</i>					
3.4	<i>how well students form constructive relationships with one another, with teachers and other adults</i>					
3.5	<i>the extent to which students work in an atmosphere free from oppressive behavior, such as sexism and racism</i>					
3.6	<i>how well students respond to the school's measures to promote good attendance and to eliminate truancy</i>					
3.7	<i>how well students respond to the high expectations for their achievement set by the school</i>					
3.8	how well students respond to the school's promotion of principles which distinguish right from wrong					

Grade	Descriptor
2	<ul style="list-style-type: none"> • Behavior is mostly acceptable both in and out of class but lapses by individuals or groups detract from school climate and cause teachers to spend significant time resolving difficulties. The school's procedures may be unclear or used inconsistently. • There are a few opportunities for students' to use their initiative but in general, teachers miss too many chances to develop this aspect of students' personal development. • Most relationships are positive but there are instances where this is not the case, or there are examples of oppressive or unacceptable conduct between individuals or groups. • Attendance levels are in line with similar school averages but show little positive movement or the school has made too little effort to address general issues or target individuals with particular problems. A significant minority of students may not view school as a positive or worthwhile experience. • The school aims to promote high expectations but too few students respond positively too this for a range of reasons. There may be inconsistencies between teachers, grades or subjects in the setting of targets for individuals and a significant number of students do not know sufficiently how to improve their achievement.
4	<ul style="list-style-type: none"> • Students' behavior is good for the very great part. There may be occasional small lapses but these are resolved swiftly and fairly by the school. Procedures are widely understood and consistently used to maintain good standards of behavior. • Relationships are very positive at all levels and students express strong, positive views of the school. In particular, students and teachers are vigilant for situations that detract from the experiences of groups or minorities and react promptly if these occur. There may be a few instances of relationships slipping from generally high levels but these are not indicative of fundamental flaws or weaknesses. • Attendance is generally above average for similar and district schools. There may be a few examples of weaker attendance for individuals but the school uses its systems well to identify and address these. Although attendance may not be at the highest levels, trends are consistently positive and students see school as a worthwhile experience. • There is wide understanding amongst students of the expectations the school has for them. The school may miss a few chances to develop these further but the larger picture is of students who know what to improve and how.

Criterion 4: Effective leadership and management		1	2	3	4	5
4.1	<i>how clearly the school leadership ensures a positive direction for the work and development of the school</i>					
4.2	<i>how effectively school leadership promotes high standards and makes effective interventions to improve the quality of teaching and learning</i>					
4.3	the extent to which the school has explicit aims and values which are reflected in all its work					
4.4	how effectively shared leadership is developed through collaborative planning, review and reflection					
4.5	<i>how well the leadership team use data to constantly improve student learning</i>					
4.6	<i>the extent to which regular monitoring and evaluation of the impact of teaching on student learning is leading to improvement</i>					
4.7	<i>the extent to which there is a shared commitment to improve and the capacity to succeed</i>					
4.8	how well the district understands the school's strengths and weaknesses, fulfils its duties in helping to shape its direction and provides effective interventions to raise student achievement					

Grade	Descriptor
2	<ul style="list-style-type: none"> • The school leadership has positive aims and clear direction but is mostly in reactive mode due to other weaknesses in its systems. There is a lack of urgency to tackling some of the important issues besetting the school. • The school has explicit values but these do not permeate fully to all areas of its work. There staff may not have a uniform view of what needs doing or how issues should be best addressed. There are inconsistencies between classes grades or subjects in implementing the school's values and plans. • The staff engage in collaborative development where possible but their efforts are restricted due to weaknesses in overall school planning or communication. Scheduling is not organized sufficiently rigorously to ensure staff and teams have sufficient occasions on which they can meet productively. • There are systems to use data, review work and initiatives and check the quality of learning for students but staff implement these erratically or inconsistent. There is insufficient monitoring of the class experiences for students and the school has a more positive view of its performance than is warranted. The school's use of data does not have sufficient impact because there are significant weaknesses in the ways it is used between grades, classes or subjects. • Most staff have the commitment and capacity to make improvements but too many fundamental organizational weaknesses exist that frustrate or dampen initiatives and effort. • The district knows the school's position and provides support but this has been inconsistent in implementation or effectiveness.
4	<ul style="list-style-type: none"> • Leadership at key levels is typified by clear aims, values and an accurate understanding of its strengths and weaknesses. There are robust plans to effect improvements. The most important issues are being addressed effectively and only minor problems remain. • Teamwork is generally strong and tightly focused on the most important issues to improve students' achievements. There may be some less strong subjects, grades or classes but the school leadership knows where these are and what has to be done to effect improvement. Improvement planning is coherent, realistic and convincing. The great majority of staff are signed up to these. • The school has a relentless focus on evaluating its work through its impact on students' learning. Data, direct observation and a wide range of other sources of evidence are used regularly and accurately although less effective in a few grades/classes/subjects than others. • The District knows the school well, provides help when needed and supports management well in its drive for further improvements.

Criterion 5: Partnerships with parents and community		1	2	3	4	5
5.1	<i>how well the school includes families as partners</i>					
5.2	<i>how effectively links with families contribute to students' learning</i>					
5.3	the quality of information provided about the school to families					
5.4	<i>how accessible and relevant is the information provided to families about their child's progress</i>					
5.5	the extent to which families participate in school governance					
5.6	how well the diversity of the community is respected					
5.7	the extent to which community resources support student learning					

Grade	Descriptor
2	<ul style="list-style-type: none"> • The school makes efforts to develop partnership with parents but impact is small. There are inconsistencies in approach or parents have not been consulted sufficiently for the school to know how best to improve matters. • The school gives parents only basic information about the school. It misses opportunities to develop these further and parents report uncertainty or confusion over basic school procedures or protocols which restricts their abilities to help the school make a difference or participate in school governance. • There are sufficient formal opportunities for parents to receive information about their children's progress but systems for informal communication do not work well enough. There may be some parental reticence about approaching the school. • The school shows its respect for diversity through essential ways such as multi-lingual documents and support for parents in difficult circumstances. There is little evidence of this continued into everyday curricular matters. • The school uses those community resources that are most readily available but is not proactive in seeking out a wider or more imaginative range of external partners.
4	<ul style="list-style-type: none"> • There is a strong and productive bond between teachers and families. This is not confined to senior staff levels but pervades to a large extent most grades, classes and subjects. Parents feel completely comfortable with approaching the school over any issue. There is a strong feel of partnership evident in most aspects of the school's work. • Information provided by the school is of good quality. There are clearly understood routines and schedules. Communication about all aspects of the school's work is strong and only small slippages occur. The school has well established systems to inform parents about its work and parents support these well. The net result is that parents feel well informed about and fully involved in their children's schooling. • The work of the school in all aspects strongly reflects a clear and full understanding of and respect for the community's diversity. A few flaws may exist but the school has identified these and has plans to address them. • The school uses the local community in a wide range of imaginative ways, which have a very positive impact on outcomes for students.

Appendix 2

Connecticut Quality Reviews - School Self-Evaluation Form 2007/08

Name of principal:			
Name of school:		District	

Please complete with as much detail as you can, use the completion as a staff development exercise if appropriate and send it to your lead reviewer (electronically) two weeks before the review.

Completing this form will help you prepare for some of the discussions which will take place both before and during the review. It will also help the review team get to know you and your school.

Guidance on completing the form:

- Please be evaluative, rather than descriptive, and make your focus outcomes for students.
- Include references to where the evidence of your self-evaluation can be found e.g. "excellent boys' results in state math tests as shown in annual report to the state", "parents' questionnaires from 2007".
- Be brief (for example, use bullet points or note form).
- Aim to confine your response to up to eight sides of text, if you can.
- Please place an X against the grade (1-5), which most accurately reflects your judgment of overall quality in response to the questions.

Grade	Achievement	Overall and Criteria judgments
1	below basic	in need of substantial improvement
2	basic	in need of improvement
3	proficient	Meets requirements (seen very much as meeting the basic or minimum level)
4	goal	exceeds (minimum) requirements
5	advanced	excellent

- You are advised to **complete section 1b-c last**. These sections are summative and draw on your evaluations elsewhere in the self-evaluation report.
- Please omit sections where you feel that you are not in a position to respond.

How should evaluations be made?

- You may find it helpful to refer to Quality Statements and the criteria in the Handbook.

What approach should we take?

- Schools have adopted different approaches.
- In some schools, the principal and the leadership team have completed the form as a part of one of their regular meetings.
- Other schools have devoted part of a faculty meeting as a way of involving all members of staff.

1a What is distinctive about your school?

1b How effective is your school overall?						
	5	4	3	2	1	
School Self- Evaluation	excellent					in need of substantial improvement
<p>How do you know</p> <p>What are its notable strengths?</p> <p>What are the main priorities for improvement?</p>						

1c How well is the school regarded by its students and parents?						
	5	4	3	2	1	
School Self- Evaluation	excellent					in need of substantial improvement
<p>How do you know?</p> <p>What do (a) students and (b) parents most like about the school?</p> <p>What do they feel needs improvement, and what action is being taken?</p>						

2.1 How well is students' achievement improving, especially in the core subjects?

		5	4	3	2	1	
School Self- Evaluation	excellent						in need of substantial improvement

How do you know?

In which subjects and grades do students do best, and why?

In which subjects and grades is improvement needed, and what action is being taken?

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

2.2 How effective is the quality and range of instruction teaching, learning and curriculum, and the use of data?

		5	4	3	2	1	
School Self- Evaluation	excellent						in need of substantial improvement

How do you know?

Which are the strongest features of teaching and learning, and why?

What aspects of teaching and learning most need improvement, and what action is being taken?

2.3 How well has the school fostered the development of students' personal character?						
	5	4	3	2	1	
School Self- Evaluation	excellent					in need of substantial improvement
<p>How do you know?</p> <p>Which are the strongest aspects, and why?</p> <p>What most needs improvement, and what action is being taken?</p>						

2.4 How effective is the leadership and management of the school?						
	5	4	3	2	1	
School Self- Evaluation	excellent					in need of substantial improvement
<p>How do you know?</p> <p>Which aspects of leading and managing the academic performance of the school work best, and why?</p> <p>In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?</p>						

Appendix 3 Record Book



Connecticut State Department of Education

School name	
Dates of Quality Review	
Reviewers	

Table of Contents (page numbering here refer to stand alone document)

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Completing the Record Book

- A Record Book must be completed for each school and returned to the administrator for the review no later than 2 weeks after the review is complete. The record book will be scanned and a PDF document e-mailed to the reviewer for his/her records and for any future reference.
- The reviewer uses it to record his/her findings, as well as sources of evidence.
- The scores for all criteria are:

Grade	Achievement	Overall and Criteria judgments
1	below basic	in need of substantial improvement
2	basic	in need of improvement
3	proficient	Meets requirements (seen very much as meeting the basic or minimum level)
4	Goal	exceeds (minimum) requirements
5	Advanced	Excellent

- Reviewers should refer to the School Quality Review Criteria in the School Quality Review guidance notes when completing their Record Book.
- The questions and observations during all activities should be geared toward gathering evidence that supports the review criteria and sub-criteria.
- For classroom observations, bear in mind any particular emphasis outlined by the principal as well as:
 - Components of the lesson - group work, project based, individualized, etc
 - Student engagement activity - What are the students doing during the lesson?
 - Teacher role/strategies- what is the teacher doing during the lesson?
 - On-going assessment - how does the teacher know if the students learned what was covered in class?
- Reviewers submit Quality Review Reports to Cambridge Education.
- At the same time as the School Quality Review Report is submitted, all reviewers will be required to submit the completed Record Book, including the evidence base, to Cambridge Education, who will scan it and save an electronic copy

Please record:

- sources of evidence to support conclusion, including pre-review commentary and hypotheses; and
- a summary of evidence to be included in the report;
- an overall conclusion, commendations and recommendations, both short and medium to long term.

Meeting with principal and setting the schedule

Each review is comprised of activities selected from the following meetings, observations and other activities, chosen according to the most appropriate for each school. Activities in **bold** will take place during all reviews. In the preparation stage, through phone and email correspondence and during the initial meeting and discussion of the self-evaluation, the principal and the lead reviewer will agree on the exact details of the site visit. The reviewer will then complete the schedule below:

<u>Meetings</u>	<u>Observations</u>	<u>Other</u>
<ul style="list-style-type: none"> ✓ Meet with principal ✓ Meet with administration ✓ Meet with staff ✓ Meet with students ✓ Meet with parents ✓ Meet with school leadership team ✓ Meeting with the school's District liaison 	<ul style="list-style-type: none"> ✓ Class visits ✓ Data assessment ✓ Observe end of school ✓ Site tour ✓ Review curriculum plans ✓ Observe a collaborative activity ✓ Observe any after school activities 	<ul style="list-style-type: none"> ✓ Verbal and written feedback to principal, and 1 or 2 lead faculty ✓ Report writing ✓ Additional evidence gathering ✓ Collect additional data including student work

Issues arising from the preparation stage to be followed up during the Review

Time	DAY ONE	DAY TWO
8.00 - 8.30		
8.30 - 9.00		
9.00 - 9.30		
9.30 - 10.00		
10.00 - 10.30		
10.30 - 11.00		
11.00 - 11.30		
11.30 - 12.00		
12.00 - 12.30		
12.30 - 1.00		
1.00 - 1.30		
1.30 - 2.00		
2.00 - 2.30		
2.30 - 3.00		
3.00 - 3.30		
3.30 - 4.00		
4.00		

Notes: Meeting with the Principal - achievement in the core subjects

Criterion 1: Student achievement in the core subjects	
1.1	<i>how well the school's results compare to those of similar schools</i>
1.2	the extent to which the students' achievements have improved
1.3	<i>how well the school's results in state and other standardized tests compare with the state or national averages</i>
1.4	the extent to which the school sets challenging goals and benchmarks and is on course to meet, or exceed them
1.5	how much progress the students have made during their time in school and during any given grade
1.6	the progress of special education students
1.7	the progress of English language learners
1.8	the progress of higher achievers and gifted and talented students
1.9	the extent of any differences in the achievement by students of different gender or ethnic student groups
1.10	how well the school addresses the needs of different ability groups

Sample Questions:

1. Show us the performance/progress comparisons you use.
2. What kinds of data do you gather?
3. How, and how often, do you display and use that picture of academic performance and progress?
4. What categories of students do you monitor for performance/progress?
5. Show us how your teachers and professional staff monitor student performance/progress for individual students and groups of students. How often do they do this? Evidence of day-to-day use?
6. What comparisons does the staff use to monitor performance and progress, and how do they use them?

Notes:

Meeting with the Principal - achievement in the core subjects (cont)

Notes:

Meeting with the Principal – Quality of Instruction

Criterion 2: The quality of instruction through teaching, learning and curriculum, and the use of data to promote learning	
2.1	the consistency and effectiveness of implementing literacy initiatives
2.2	the consistency and effectiveness of implementing math initiatives
2.3	the impact of professional development and collaboration by teachers on teaching and learning
2.4	the impact of teachers' subject knowledge and understanding on student achievement
2.5	the consistency of implementing research based literacy instructional strategies across the curriculum
2.6	<i>the use of methods that enable all students to learn effectively</i>
2.7	the effectiveness of behavior management strategies
2.8	how well the curriculum develops a broad range of skills and aptitudes, and motivates students
2.9	the extent of enrichment through its extra-curricular provision, including support for learning outside the school
2.10	<i>the impact on student learning of arrangements for assessing and recording their achievement and progress</i>
2.11	<i>how well teachers assess students' work and use data to develop and improve teaching and learning</i>
2.12	the use homework and extension activities to reinforce and/or extend what is learned in school

Sample Questions:

1. How do you select or develop your ELA, math and other curricula?
2. How well do the curricula enable you to monitor student progress and improvement plans?
3. How well can the curricula be customized to accommodate your plans to improve student performance and progress?
4. How does use of teacher time help meet your goals for improving achievement for particular students and students overall? What Collaborative planning takes place? When? Who? Where?
5. How does use of student time help meet your goals for improving achievement for particular students and students overall?
6. How do budgeting decisions help meet your goals for improving achievement for particular students and students overall?
7. How do you and your staff set goals for students, classrooms, and other categories of students?
8. How do you ensure that the goals you set for each student are high enough?
9. When and how do you decide to put interventions and improvement plans in effect for students?
10. How are parents and students involved in this process?
11. How comfortable do your teachers feel using data – including when broken down by subcategory (strand) and by individual concepts– to determine students' strengths and weaknesses and to respond to both?
12. Show us examples of how teachers use data in this way.
13. What training or support do your teachers receive in this use of data?
14. What forms of data do your teachers use to guide instructional planning?
15. Show us some plans and how they are used.

Notes:

Meeting with the Principal – Quality of instruction (cont)

Notes:

Meeting with the Principal – Quality of instruction (cont)

Notes:

Meeting with the Principal – Students’ Personal Character

Criterion 3: Students’ personal character development	
3.1	<i>the extent to which students behave well and have positive attitudes to learning</i>
3.2	how students reflect on the social, moral and ethical implications of their work
3.3	<i>the extent to which students show initiative, take responsibility, and contribute to the school and wider community</i>
3.4	<i>how well students form constructive relationships with one another, with teachers and other adults</i>
3.5	<i>the extent to which students’ work in an atmosphere free from oppressive behavior, such as sexism and racism</i>
3.6	<i>how well students respond to the school’s measures to promote good attendance and to eliminate truancy</i>
3.7	<i>how well students respond to the high expectations for their achievement set by the school</i>
3.8	how well students respond to the school’s promotion of principles which distinguish right from wrong

Sample Questions

1. What opportunities are there for students to undertake leadership roles? Do you have a school council?
2. What is your target attendance rate?
3. How do you monitor attendance?
4. What interventions are used for students with attendance issues?
5. How do you know whether all students, particularly those most in need of improvement, are comfortable asking staff for academic and other assistance?
6. What steps do you take to encourage students to ask for assistance and staff to be available to provide it?
7. What mentoring services do you provide for students? Teacher mentors? Staff mentors? Peer mentors?
8. Show us examples over this and the prior school year of students, classrooms, and other groups whose performance required improvement; the goals, plans and other interventions you chose; the monitoring and adjustment of the plans; and the results as of now.

Notes:

Meeting with the Principal – Students' Personal Character (cont)

Notes: Meeting with the Principal – Leadership and Management

Criterion 4: Effective school management and leadership	
4.1	<i>how clearly the school leadership ensures a positive direction for the work and development of the school</i>
4.2	<i>how effectively school leadership promotes high standards and makes effective interventions to improve the quality of teaching and learning</i>
4.3	<i>the extent to which the school has explicit aims and values which are reflected in all its work</i>
4.4	<i>how effectively shared leadership is developed through collaborative planning, review and reflection</i>
4.5	<i>how well the leadership team use data to constantly improve student learning</i>
4.6	<i>the extent to which regular monitoring and evaluation of the impact of teaching on student learning is leading to improvement</i>
4.7	<i>the extent to which there is a shared commitment to improve and the capacity to succeed</i>
4.8	<i>how well the district understands the school's strengths and weaknesses, fulfils its duties in helping to shape its direction and provides effective interventions to raise student achievement</i>

Sample Questions:

1. How do you select staff? What attributes led you to select the teachers?
2. What professional development (PD) is taking place at your school? Why did you select it? How did you design it, who delivers it and why?
3. How do you determine the contribution that PD makes to student improvement and to accelerating learning for faculty? What evidence have you collected that provides measurable evidence of the effectiveness of the PD you use? How well does it help staff monitor student progress and implement improvement plans?
4. How do staff interact to target interventions, develop improvement goals/plans, monitor and revise plans?
5. What training and support do your teachers receive in working collaboratively to target interventions, develop improvement goals and plans, monitor and revise plans? Show us your schedule for these activities, and examples.
6. How often do you observe classrooms?
7. How and how often do you discuss your observations with the teachers you observe?
8. With regard to [name of teacher whose classes reviewer observed], what are his/her strengths and weaknesses as a teacher? What strategies are you using to improve his/her teaching?
9. How often do teachers in your school observe each other's classroom teaching? How often do teachers look at and discuss the work of each other's students and each other's curriculum or implementation of the school's curriculum?
10. How do they use their observations to improve each other's teaching and improve student outcomes?

Notes:

Meeting with the Principal – Leadership and management (cont)

Notes:

 Meeting with the Principal –
Partnerships with parents and community

Criterion 5: Partnerships with parents and community	
5.1	<i>how well the school includes families as partners</i>
5.2	<i>how effectively links with families contribute to students' learning</i>
5.3	<i>the quality of information provided about the school to families</i>
5.4	<i>how accessible and relevant is the information provided to families about their child's progress</i>
5.5	the extent to which families participate in school governance
5.6	<i>how well the diversity of the community is respected</i>
5.7	<i>the extent to which community resources support student learning</i>

Sample Questions

1. How do you make parents and the local community feel included in the life of the school?
2. How do you ensure that the goals you set for each student are high enough? How are parents and students involved in this process?
3. How do you convey goals to all members of the school community including students, teachers, staff and parents?
4. How do youth development strategies help meet your goals for improving achievement for particular students and students overall?
5. How are parents / careers involved in the education of the students in the school?
6. What partnerships do you have with local businesses? Local universities?
7. How does your local community support the work of the school? And in particular student learning?

Notes:

Meeting with the Principal - Partnerships with parents and community continued

Notes: Meeting with Teachers

Criterion 2: The quality of instruction provided, including quality of teaching and curriculum And the use of data to promote learning
2.1 The consistency and effectiveness of implementing literacy initiatives
2.2 The consistency and effectiveness of implementing math initiatives
2.3 The impact of professional development and collaboration by teachers on teaching and learning
2.6 <i>The use of methods that enable all students to learn effectively</i>
2.7 The effectiveness of behavior management strategies
2.8 How well the curriculum develops a broad range of skills and aptitudes, and motivates students
2.9 The extent of enrichment through its extra-curricular provision, including support for learning outside the school
2.10 <i>The impact of arrangements for assessing and recording students' achievement and progress</i>
2.11 <i>How well teachers assess students' work and use data to develop teaching and learning</i>
2.12 How homework and extension activities reinforce or extend learning
Criterion 4: Effective school management and leadership
4.1 <i>School leadership ensures positive direction for the work and development of the school</i>
4.2 <i>School leadership promotes high standards and makes effective interventions to improve the quality of teaching and learning</i>
4.3 The school has explicit aims and values which are reflected in all its work
4.4 <i>Shared leadership is developed through collaborative planning, review and reflection</i>
4.5 <i>The leadership team use data to constantly improve student learning</i>
4.6 <i>There is regular and effective monitoring and evaluation of the impact of teaching on student learning</i>
4.7 <i>There is shared commitment to improve and capacity to succeed</i>
Criterion 5: Partnerships with parents and community
5.1 <i>How well the school welcomes and includes families as partners</i>
5.2 <i>Links with families contribute effectively to students' learning</i>
5.4 <i>Families are given accessible and relevant information about their child's progress</i>
5.6 The diversity of the community is respected
5.7 Community resources support student learning

Sample questions:

1. What are some of the things that you like the most about the school and what could be improved?
2. What role do teachers have in the selection of the curriculum?
3. How do you use data to differentiate the instruction for your students?
4. What policies do you have in place for students that are frequently absent? Who initiates the intervention?
5. What professional development opportunities are currently available to you?
6. How often does the principal visit and observe classrooms? Do you get constructive feedback?
7. How often do you visit your colleagues' classrooms, or share practice in other ways?
8. Do you have common planning time with your colleagues? When and by what grouping?
9. What is the staff's perception of the principal?

Notes: Meeting with Teachers (cont)

Notes: Meeting with Students

Criterion 2: The quality of instruction provided, including quality of teaching and curriculum
2.4 teachers show good subject knowledge and understanding
2.6 <i>the use of methods that enable all students to learn effectively,</i>
2.7 students behave well and teachers have developed strategies for managing behavior
2.8 the curriculum provides a broad range of learning experiences which motivate students
2.9 the school provides enrichment through its extra-curricular provision, including support for learning outside the school
2.11 students' work is assessed regularly and they are given feedback which helps them improve
Criterion 3: Fostering the development of Student's Personal Character
3.1 <i>students have positive attitudes to learning</i>
3.2 students reflect on the social, moral and ethical implications of their work
3.3 students show initiative, take responsibility, and contribute to the community
3.4 <i>students form constructive relationships with one another, with teachers and other adults, and work collaboratively when required</i>
3.5 <i>students work in an atmosphere free from oppressive behavior such as sexism and racism</i>
3.6 <i>students respond well to the school's effective measures to promote good attendance and behavior and to eliminate truancy</i>
3.7 students respond well to the high expectations for student achievement set by teachers
3.8 students respond well to the teachers promotion of principles which distinguish right from wrong
Criterion 4: Effective school leadership and management
4.1 <i>school leadership ensures a positive direction for the work and development of the school</i>
4.2 <i>school leadership promotes high standards and has made effective interventions to improve the quality of teaching and leaning</i>

Sample Questions:

1. What do you think about your school? How satisfied are you with it?
2. How and who decides your class schedule?
3. Do you find the instruction engaging? Give examples.
4. Do you feel that the staff respect and listen to the students?
5. Is there someone on the staff you feel comfortable with to confide issues and/or concerns you may have?
Who?
6. If you are absent from school does anything happen? If so, what?
7. Do you think the staff have high expectations for the students? How do you know?
8. Are school goals and plans shared with students? How?
9. Is the principal respected by students?
10. How do you think the school functions on a day-to-day basis?
11. What are some of the things that you like the most about the school and what would you change if you could?
12. How do you know how well you are doing and how to improve your work?

Notes: Meeting with Students - continued

Notes: Meeting with Parents

Criterion 2: The quality of instruction provided, including quality of teaching and curriculum
2.4 teachers show good subject knowledge and understanding
2.6 the use of methods that enable all students to learn effectively
2.7 students behave well and teachers have developed strategies for managing behavior
2.8 the curriculum provides a broad range of learning experiences which motivate students
2.9 the school provides enrichment through its extra-curricular provision, including support for learning outside the school
Criterion 4: Effective school leadership and management
4.1 school leadership ensures a positive direction for the work and development of the school
4.2 school leader promotes high standards and makes effective interventions which are improving the quality of teaching and leaning
4.3 the school has explicit aims and values which are reflected in all its work
4.8 the district fulfils its duties in helping to shape the direction of the school; it has good understanding of its strengths and weaknesses and has made effective interventions which are improving the quality of teaching and learning
Criterion 5: Partnerships with parents and community
5.1 how well the school welcomes and includes families as partners
5.2 links with families contribute effectively to students' learning
5.3 families are provided with high quality information about the school
5.4 families are given accessible and relevant information about their child's progress
5.5 families participate in school governance
5.6 The diversity of the community is respected
5.7 community resources support student learning

Sample Questions:

1. Does the school share its goals and plans with the parents? How do they do this? (Meetings, letters, calls?)
2. Does the school invite you to come and share information which can be used to help develop a plan for your child?
3. Do you find that the staff is respectful of the students in the school? How do you know?
4. Is attendance a priority for the school? What happens when your child is absent?
5. How is the principal perceived by the parents?
6. How do you think the school functions on a day-to-day basis?
7. What partnerships does the school have with outside agencies and how do they enhance the overall experience of the students at the school?
8. What are some of the things that you like the most about the school?
9. If you had a chance to make improvements in the school, what improvements would you recommend?
How active are the parents in the schools? What are some examples?

Notes: Meeting with Parents - continued

Notes: Meeting with Administrators / School Cabinet

Criterion 2: The quality of instruction provided, including quality of teaching and curriculum
2.1 the consistency and effectiveness of implementing literacy initiatives
2.2 the consistency and effectiveness of implementing math initiatives
2.3 the impact of professional development and collaboration by teachers on teaching and learning
2.4 the impact of teachers' subject knowledge and understanding on student achievement
2.5 the consistency of implementing research based literacy instructional strategies across the curriculum
2.6 the use of methods that enable all students to learn effectively
2.7 the effectiveness of behavior management strategies
2.8 the curriculum provides a broad range of learning experiences and motivates students
2.10 the impact on students' learning of arrangements for assessing and recording their achievement and progress
2.11 how well teachers assess students' work and use data to develop and improve teaching and learning
2.12 how effectively homework and extension activities reinforce and/or extend what is learned in school
Criterion 4: Effective leadership and management
4.1 school leadership ensures a positive direction for the work and development of the school
4.2 school leadership promotes high standards and has made effective interventions which are improving the quality of teaching and leaning
4.3 the school has explicit aims and values which are reflected in all its work
4.4 shared leadership is developed through collaborative planning, review and reflection
4.5 the leadership team use data to constantly improve student learning
4.6 there is regular monitoring and evaluation of the impact of teaching on student learning which leads to improvement
4.7 there is shared commitment to improvement and the capacity to succeed
4.8 the district fulfils its duties in helping to shape the direction of the school; it has good understanding of its strengths and weaknesses and has made effective interventions which are improving the quality of teaching and learning

Sample Questions:

1. How are decisions about professional development made in the school?
2. What is your perception of the principal?
3. How, and for what intervals, do you set checkpoints or interim measures to assess the effectiveness of plans and interventions for individual and groups of students?
4. How and for what intervals do you set checkpoints to assess the effectiveness of your curricula, budgeting, student engagement, attendance strategies and PD?
5. What is your role in monitoring this progress?
6. What periodic or formative assessments do you use to determine whether individual students and groups of students are progressing in the manner expected in your interventions and other plans?
7. How effective are these assessments in aiding you and your staff in improving student outcomes?
8. How do you determine whether improvement plans are working? What triggers do you use to identify problems? What measures of progress do you use?
9. How do you adjust plans and goals if they are not working well?

Notes:

Meeting with Administrators / School Cabinet (cont)

Notes: Classroom Observation - Class 1

Grade and room #	
Class code/subject & time or period	
Number of students	
Type of class	() Gen Ed. () Spec. Ed. () CTT () Other:

Evidence and observations:

Notes: Classroom Observation - Class 2

Grade and room #	
Class code/subject & time or period	
Number of students	
Type of class	() Gen Ed. () Spec. Ed. () CTT () Other:

Evidence and observations:

Notes: Classroom Observation - Class 3

Grade and room #	
Class code/subject & time or period	
Number of students	
Type of class	() Gen Ed. () Spec. Ed. () CTT () Other:

Evidence and observations:

Notes: Classroom Observation - Class 4

Grade and room #	
Class code/subject & time or period	
Number of students	
Type of class	() Gen Ed. () Spec. Ed. () CTT () Other:

Evidence and observations:

Notes: Classroom Observation - Class 5

Grade and room #	
Class code/subject & time or period	
Number of students	
Type of class	() Gen Ed. () Spec. Ed. () CTT () Other:

Evidence and observations:

Notes: Classroom Observation - Class 6

Grade and room #	
Class code/subject & time or period	
Number of students	
Type of class	() Gen Ed. () Spec. Ed. () CTT () Other:

Evidence and observations:

Notes:

Additional evidence

Notes:

Additional evidence

Notes: Comments on issues identified during preparation

What the school does well...

Areas for Improvement

The Evaluation Framework

Key: Sub-criteria in both ***bold and italic*** are drivers in arriving at the overall judgment
 Sub-criteria in **bold** must also be explicitly evaluated in the report
 Other sub-criteria should be evaluated, and included in the report if they have significant positive or negative impact.

Grade descriptors

For grade 2 descriptors, emboldened text indicates the key aspects that delineate grade 2 from grade 1.

For grade 4 descriptors, emboldened text indicates the key aspects that delineate grade 4 from grade 5.

Criterion 1: Student achievement in the core subjects		1	2	3	4	5
Criterion 1 Overall Judgment						
1.1	<i>how well the school's results compare to those of similar schools</i>					
1.2	the extent to which the students' achievements have improved					
1.3	<i>how well the school's results in state and other standardized tests compare with the state or national averages</i>					
1.4	the extent to which the school sets challenging goals and benchmarks and is on course to meet, or exceed them					
1.5	how much progress the students have made during their time in school and during any given grade					
1.6	the progress of special education students					
1.7	the progress of English language learners					
1.8	the progress of higher achievers and gifted and talented students					
1.9	the extent of any differences in the achievement by students of different gender or ethnic student groups					
1.10	how well the school addresses the needs of different ability groups					

Criterion 2: The quality of instruction through teaching, learning and curriculum, and the use of data to promote learning		1	2	3	4	5
Criterion 2 Overall Judgment						
2.1	the consistency and effectiveness of implementing literacy initiatives					
2.2	the consistency and effectiveness of implementing math initiatives					
2.3	the impact of professional development and collaboration by teachers on teaching and learning					
2.4	the impact of teachers' subject knowledge and understanding on student achievement					
2.5	the consistency of implementing research based literacy instructional strategies across the curriculum					
2.6	<i>the use of methods that enable all students to learn effectively</i>					
2.7	the effectiveness of behavior management strategies					
2.8	how well the curriculum develops a broad range of skills and aptitudes, and motivates students					
2.9	the extent of enrichment through its extra-curricular provision, including support for learning outside the school					
2.10	<i>the impact on student learning of arrangements for assessing and recording their achievement and progress</i>					
2.11	<i>how well teachers assess students' work and use data to develop and improve teaching and learning</i>					
2.12	the use homework and extension activities to reinforce and/or extend what is learned in school					

Criterion 3: Students' personal character development		1	2	3	4	5
Criterion 3 Overall Judgment						
3.1	<i>the extent to which students behave well and have positive attitudes to learning</i>					
3.2	how students reflect on the social, moral and ethical implications of their work					
3.3	the extent to which students show initiative, take responsibility, and contribute to the school and wider community					
3.4	<i>how well students form constructive relationships with one another, with teachers and other adults</i>					
3.5	<i>the extent to which students work in an atmosphere free from oppressive behavior, such as sexism and racism</i>					
3.6	<i>how well students respond to the school's measures to promote good attendance and to eliminate truancy</i>					
3.7	how well students respond to the high expectations for their achievement set by the school					
3.8	how well students respond to the school's promotion of principles which distinguish right from wrong					

Criterion 4: Effective leadership and management		1	2	3	4	5
Criterion 4 Overall Judgment						
4.1	<i>how clearly the school leadership ensures a positive direction for the work and development of the school</i>					
4.2	<i>how effectively school leadership promotes high standards and makes effective interventions to improve the quality of teaching and learning</i>					
4.3	the extent to which the school has explicit aims and values which are reflected in all its work					
4.4	how effectively shared leadership is developed through collaborative planning, review and reflection					
4.5	<i>how well the leadership team use data to constantly improve student learning</i>					
4.6	<i>the extent to which regular monitoring and evaluation of the impact of teaching on student learning is leading to improvement</i>					
4.7	<i>the extent to which there is a shared commitment to improve and the capacity to succeed</i>					
4.8	how well the district understands the school's strengths and weaknesses, fulfils its duties in helping to shape its direction and provides effective interventions to raise student achievement					

Criterion 5: Partnerships with parents and community		1	2	3	4	5
Criterion 5 Overall Judgment						
5.1	<i>how well the school includes families as partners</i>					
5.2	<i>how effectively links with families contribute to students' learning</i>					
5.3	the quality of information provided about the school to families					
5.4	<i>how accessible and relevant is the information provided to families about their child's progress</i>					
5.5	the extent to which families participate in school governance					
5.6	how well the diversity of the community is respected					
5.7	the extent to which community resources support student learning					