

Quality Review

Record Book

2009-2010

**Division of Accountability &
Achievement Resources**

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School Name	
BS Number	
Dates of review	
Reviewer(s)	

Guidance for Completion

The reviewer uses the Record Book to document his/her findings and sources of evidence. The Record Book may also play an important role during the Quality Assurance and/or Appeals process.

The scores for all criteria are:

- + **Well Developed**
- ✓ **Proficient**
- **Underdeveloped with Proficient Features**
- Δ **Underdeveloped**

Reviewers should refer to the reviewer's handbook for guidelines to complete their Record Book. As you analyze the pre-review documentation, please record the key issues and points of interest (relating **specifically** to the Quality Review criteria) that will determine your main areas of focus for this review. The following documents will be reviewed and analyzed prior to each visit to help in creating review trails: The Previous Quality Review Report, The Learning Environment Survey, The Data Set, Progress Report, CEP demographics, The School Self-Evaluation, and any other information (including the initial phone call with the school).

The questions and observations during all activities should be geared toward gathering evidence that supports the quality statement indicators and sub-indicators. This evidence will then help formulate a quality score for each quality statement and indicator.

*All reviewers **must** submit to the Quality Review team the completed Record Book **after completing their second draft report.***

Please record:

- Pre-review key questions and observations, including evaluative summary comments about pre-review materials;
- Alignment and/or contradiction of evidence from multiple venues
- Sources of evidence to support conclusions
- Responses from school leadership and/or network support members during feedback meetings
- A summary of evidence to be included in the report;
- What the school does well, areas for improvement and the completed quality criteria scores (insert a copy of the feedback document delivered to the school)

Notes: Pre- Review Preparation, pg 1

As you analyze the pre-review documentation, please record the key issues and points of interest (relating **specifically** to the Quality Review criteria) that will determine your main areas of focus for this review.

Document	Review Trail	Question(s) Generated	Who/When People and/or Evidence Venue	Quality Statement(s) or Indicators
<i>Ex. SSEF</i>	<i>Ex. Teachers' use common planning time</i>	<i>Ex. Can you further describe the structured collaborations you have scheduled for grade teams? What is the intended and real impact of their work on instruction? Student outcomes?</i>	<i>Ex. Principal and leadership (AP, teacher team leaders), teachers; Teacher team mtgs., Principal mtg.</i>	<i>Ex. 1.3, 2.2, 3.2 4.2, 5.2</i>

Notes: Pre- Review Preparation – continued, pg 2

Document	Review Trail	Question(s) Generated	Who/When People and/or Evidence Venue	Quality Statement(s) or Indicators

Notes: Pre- Review Preparation – continued, pg 3

Document	Review Trail	Question(s) Generated	Who/When People and/or Evidence Venue	Quality Statement(s) or Indicators

Notes: First Contact with Principal & Site Schedule

First Contact with Principal (Approx. 30 min exchange)

The Reviewer has the option of contacting the Principal either through email or telephone. The following should be in some way covered during first and follow up contact.

1. Reviewer introduces self, providing the Principal with a brief summary of pedagogical/Reviewer experience.
2. Reviewer asks a few clarifying questions regarding the content of the school's SSEF; Reviewer can request additional information such as org chart and class/prep schedule.
3. Reviewer and Principal establish site visit schedule (not inclusive of selection of specific classes or students, etc.), and Principal commits to emailing Reviewer a final version of the schedule and prep schedule.
4. Reviewer answers Principal's questions regarding process and protocols, and refers the Principal to the QR Principal's Guide.

Site Schedule

Each review is comprised of activities selected from the following meetings, class visitations and other activities. Activities in bold will take place during all reviews; others are scheduled according to what is most appropriate for the given school. In the preparation stage, through phone and e-mail correspondence and during the initial meeting and discussion of the self-evaluation, the principal and the reviewer will agree on the exact details of the review visit.

<u>Meetings</u>	<u>Observations</u>	<u>Other</u>
<ul style="list-style-type: none">• Meet with principal• Meet with teacher teams (2)• Meet with students: large group• Meet with 2-4 students: work group• Meet with parents	<ul style="list-style-type: none">• Class visits (7-10)• Site Tour• Review curriculum (scope/sequences, maps, units, lessons, etc.) and assessments• Observe end of school• Observe other or after school activities	<ul style="list-style-type: none">• Principal Debrief (end of Day 1)• Feedback Presentation (end of the review)• Internal Case Study• Additional evidence gathering• Collection of additional data

Notes from first contact discussion with principal:

Notes: Pre-Classroom Visits: Discussion with School Leadership and Teachers

The purpose of the Reviewer speaking briefly with teachers before visiting their classrooms is to learn the context of the classrooms, the intentions for the lessons, and how well students' needs are known, and to record these as pieces of evidence.

How this is done can be worked out with the Principal on the first day. If checking-in with all visited teachers is not possible, it is incumbent on the Reviewer to document the context of and intentions for the lesson through other sources (Principal, coach, written lesson plan, etc.).

Two guiding prompts for the exchange between Reviewer and Teacher:

- What should I expect to see today?
- You have Student X in your class: How is your teaching/use of resources supporting his/her learning needs and next steps?

Notes:

Pre-Classroom Visits: Discussion with School Leadership and Teachers – continued

Notes: Meeting with the Leadership – Instructional and Organizational Coherence

Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.

From your pre-review analysis, using all key documents, what are the key questions that you will ask relating to this quality statement?

To what extent do school leaders and faculty regularly:

1.1 design engaging, rigorous and coherent curricula, including the Arts, for a variety of learning and aligned to key State standards?

1.2 develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work product?

1.3 make strategic organizational decisions to support the school's instructional goals and meet student learning needs?

1.4 maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?

Summary of all evidence relating to this QS

Strengths

Development Areas

Overall QS Score

Notes: Meeting with the Leadership – Gather and Analyze Data

Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.

From your pre-review analysis, what are the key questions that you will ask relating to this quality statement?

To what extent do school leaders and faculty:

2.1 gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?

2.2 gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?

2.3 use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?

2.4 engage in an open exchange of information with students and families regarding students' learning needs and outcomes?

Summary of all evidence relating to this QS

Strengths

Development Areas

Overall QS Score

Notes: Meeting with the Leadership – Plan and Set Goals

Quality Statement 3 Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitable high goals for accelerating student learning.

From your pre-review analysis, what are the key questions that you will ask relating to this quality statement?

To what extent do:

3.1 establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?

3.2 use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students I need of additional support?

3.3 ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?

3.4 communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?

Summary of all evidence relating to this QS

Strengths

Development Areas

Overall QS Score

Notes: Meeting with the Leadership – Align Capacity Building

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.

From your pre-review analysis, what are the key questions that you will ask relating to this quality statement?

To what extent do school leaders and faculty:

4.1 use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?

4.2 engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?

4.3 provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?

4.4 integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?

Summary of all evidence relating to this QS

Strengths

Development Areas

Overall QS Score

Notes: Meeting with the Leadership - Monitor and Revise

Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

From your pre-review analysis, what are the key questions that you will ask relating to this quality statement?

To what extent do:

5.1 evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?

5.2 evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?

5.3 establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?

5.4 use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?

Summary of all evidence relating to this QS

Strengths

Development Areas

Overall QS Score

Notes: Meeting with Teacher Team (1): Planning

The reviewer, in collaboration with the principal, selects a team of teachers representing a specific expertise: discipline/subject areas, intervention team, etc. The reviewer will observe the teacher team engage in a collaborative inquiry process and ask clarifying questions as needed. The reviewer will focus in on the use of student data in planning and pedagogical decisions, the connection to goals (school, team, targeted student groups), the connection to professional development initiatives, and other important areas of the review.

Participants	
Name	Role

Documents Reviewed/Presented:

Agenda

UFT Chapter Leader Present? Y/N

The following questions are appropriate for the teacher team meetings:

1. What is the focus on your team's work at present? What goals does the team have?
2. How does your present focus connect with past work of the team, and/or other teams?
3. What group of students has the team targeted/focused on? Why/how was this group chosen? How are you accountable to/for them?
4. How does the team analyze data and student work to adjust instructional practice for student success? To track student progress?
5. Describe a new/different strategy that has been implemented to push student progress as a result of the team's work. Why was it chosen? Did it work? How do you know?
6. What types of "teacher work" (e.g., assignments, curriculum, assessments, intervisitation feedback, low-inference observations) has been shared?
7. Describe the impact the sharing of teacher work has had on your practice? The team? The larger school?
8. What types of autonomy and/or decision-making power does this team have?
9. How are team leaders chosen and supported? What training in facilitation have they been provided or protocols have they been taught to use?
10. What professional development opportunities and resources (coaches, books, etc.) support the team's work?

Meeting Notes:

Strengths	Development Areas

Notes: Meeting with Teacher Team (2): Planning

The reviewer, in collaboration with the principal, selects a team of teachers representing a specific expertise: discipline/subject areas, intervention team, etc. The reviewer will observe the teacher team engage in a collaborative inquiry process and ask clarifying questions as needed. The reviewer will focus in on the use of student data in planning and pedagogical decisions, the connection to goals (school, team, targeted student groups), the connection to professional development initiatives, and other important areas of the review.

Participants	
Name	Role

Documents Reviewed/Presented:

Agenda

UFT Chapter Leader Present? Y/N

The following questions are appropriate for the teacher team meetings:

1. What is the focus on your team's work at present? What goals does the team have?
2. How does your present focus connect with past work of the team, and/or other teams?
3. What group of students has the team targeted/focused on? Why/how was this group chosen? How are you accountable to/for them?
4. How does the team analyze data and student work to adjust instructional practice for student success? To track student progress?
5. Describe a new/different strategy that has been implemented to push student progress as a result of the team's work. Why was it chosen? Did it work? How do you know?
6. What types of "teacher work" (e.g., assignments, curriculum, assessments, intervisitation feedback, low-inference observations) has been shared?
7. Describe the impact the sharing of teacher work has had on your practice? The team? The larger school?
8. What types of autonomy and/or decision-making power does this team have?
9. How are team leaders chosen and supported? What training in facilitation have they been provided or protocols have they been taught to use?
10. What professional development opportunities and resources (coaches, books, etc.) support the team's work?

Meeting Notes:

<u>Strengths</u>	<u>Areas for Development</u>

Notes: Meeting with Students: Large Group

The reviewer selects 8-10 students who are representative of the student population.

Number of Students:	Number of new students:
Grade Levels:	

Strengths	Development Areas

Notes: Meeting with Students: Small Group, Student Work

“Looking at Student Work” meeting: Reviewer selects 2-4 students to discuss portfolio, notebook or other student work. Reviewer should select at least 2 students for whom they have observed their classroom and, as applicable, have met with teacher(s) in “Teacher Team” meeting for purposes of internal case study.

Questions for Students:

- What are you learning in one of your classes? Why are you learning it?
- What is the best work you have done this year? (Student will be encouraged to talk the Reviewer through student work product examples.)
- What are some of the challenging assignments, projects, class activities that have pushed your thinking, made you think hard, stretched your thinking, etc. (whatever phrasing is age-appropriate)?

Notes: Meeting with Students: Small Group, Student Work – continued

Strengths	Development Areas

Notes: Meeting with Parents

The Parent Coordinator (PC) should not expect to participate in the Parent Meeting. If the PC is needed for translation or the parents request the presence of the PC, the PC can join the meeting as support; the focus of the dialogue will remain between Reviewer and parents.

Strengths	Development Areas

Guidance: Classroom Visits/Differentiation

As a general guideline, the reviewer will visit 7-10 classrooms collaboratively with the principal/assistant principal/instructional leader. Each classroom is visited for approximately 20 minutes. The visits will provide evidence for the Quality Statements and connect with previously stated and documented goals and initiatives. The evidence is to be collected using the Classroom Visitation Tool, which has a framework of three parts:

- Instruction and Engagement (evident in teaching and student learning)
- Student Work
- Assessment for Learning (evident in teaching and student learning)

Reviewers understand differentiation as:

“...modified instruction that helps students with diverse needs and learning styles master the same challenging academic content...through the use of varied material, varying instructional activities and varied assessments.”

– from *The Center for Comprehensive School Reform and Improvement*

Additionally, Reviewers will observe that teachers are demonstrating the skill of differentiation when they:

“differentiate the **method of instruction** by utilizing: flexible, skill-based groupings, cooperative groups, etc., group investigations, learning stations/centers, learning contracts and independent studies, modelling/demonstrating, think alouds and meta-cognition... visuals, varied questions and strategies to promote thinking such as: compare/contrast, categorize by characteristics, hypothesize & experiment, predict, evaluate using criteria, etc.”

“differentiate the **content** by: providing supplemental or levelled materials at varying degrees of difficulty, offering multi-option assignments, allowing student to select..., creating simplified and/or extension activities, etc.”

“differentiate **products** by varying, modifying, and/or offering student choice...”

Three quotes from Analyzing Student Work: Day Two New Teacher Center at UCSC (adapted from C. A. Tomlinson).

Classroom Visitation Tool: Class 1

Grade (Circle)	P-K K 1 2 3 4 5 6 7 8 9 10 11 12												
Subject, time/period, # students													
Type of class	() Gen Ed. () Spec. Ed. () CTT () ELL/ESL () Other:												
Teaching Experience	This is the teacher's _____ year of teaching.												
Lesson portion viewed	Beginning			Middle						End			
EXPECTATION	ANECDOTAL EVIDENCE : LOW-INFERENCE OBSERVATIONS												
<p>INSTRUCTION AND ENGAGEMENT <i>How does the curriculum and instruction engage all the students in meaningful work?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom curriculum is coherent and aligned to key standards, including the arts; students are engaged in higher-order, critical thinking skills as seen in student work products and processes. (1.1) <input type="checkbox"/> Teaching practices are aligned to the school's curriculum and reflect an articulated set of beliefs about how students learn best. (1.2) <input type="checkbox"/> Teaching strategies and classroom routines help maintain a culture of mutual trust and positive attitudes that promote and support academic and personal growth. (1.4) 	(Teaching)						(Student Learning)						
<p>STUDENT WORK <i>How does the student work illustrate/document student understanding and achievement?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom work leads to high levels of student engagement and thinking, as evidenced in work products and processes. (1.2) <input type="checkbox"/> Student work is related to the goals of the lesson/unit, the curriculum and the school's instructional goals. (3.2) <input type="checkbox"/> Student work illustrates a differentiated approach that matches student learning needs and strengths. (1.2/3.2) <input type="checkbox"/> Students are able to discuss what they are learning and why. (3.4) 													
<p>ASSESSMENT FOR LEARNING <i>How do teachers and students use formative (classroom-based) and periodic assessments (Acuity, ITAs, DYO, etc) to inform their next instructional steps?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of the use or development of tools to understand what students know and how best to meet their needs. (2.1, 2.2) <input type="checkbox"/> Feedback is given to students in a meaningful and clear way so students understand both their strengths as well as area to work on. (2.4) <input type="checkbox"/> Students have opportunities to engage in peer and self-assessment. (5.2) 	(Teaching)						(Student Learning)						

Summary Notes and Questions:

Notes from debrief with administrator:

Highlights and Promising Practices observed (Including the arts and technology)

Relevant Rubric Sub-criteria: _____

Classroom Visitation Tool: Class 2

Grade (Circle)	P-K K 1 2 3 4 5 6 7 8 9 10 11 12											
Subject, time/period, # students												
Type of class	() Gen Ed. () Spec. Ed. () CTT () ELL/ESL () Other:											
Teaching Experience	This is the teacher's _____ year of teaching.											
Lesson portion viewed	Beginning				Middle				End			
EXPECTATION	ANECDOTAL EVIDENCE : LOW-INFERENCE OBSERVATIONS											
<p>INSTRUCTION AND ENGAGEMENT <i>How does the curriculum and instruction engage all the students in meaningful work?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom curriculum is coherent and aligned to key standards, including the arts; students are engaged in higher-order, critical thinking skills as seen in student work products and processes. (1.1) <input type="checkbox"/> Teaching practices are aligned to the school's curriculum and reflect an articulated set of beliefs about how students learn best. (1.2) <input type="checkbox"/> Teaching strategies and classroom routines help maintain a culture of mutual trust and positive attitudes that promote and support academic and personal growth. (1.4) 	(Teaching)				(Student Learning)							
<p>STUDENT WORK <i>How does the student work illustrate/document student understanding and achievement?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom work leads to high levels of student engagement and thinking, as evidenced in work products and processes. (1.2) <input type="checkbox"/> Student work is related to the goals of the lesson/unit, the curriculum and the school's instructional goals. (3.2) <input type="checkbox"/> Student work illustrates a differentiated approach that matches student learning needs and strengths. (1.2/3.2) <input type="checkbox"/> Students are able to discuss what they are learning and why. (3.4) 												
<p>ASSESSMENT FOR LEARNING <i>How do teachers and students use formative (classroom-based) and periodic assessments (Acuity, ITAs, DYO, etc) to inform their next instructional steps?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of the use or development of tools to understand what students know and how best to meet their needs. (2.1, 2.2) <input type="checkbox"/> Feedback is given to students in a meaningful and clear way so students understand both their strengths as well as area to work on. (2.4) <input type="checkbox"/> Students have opportunities to engage in peer and self-assessment. (5.2) 	(Teaching)				(Student Learning)							

Summary Notes and Questions:

Notes from debrief with administrator:

Highlights and Promising Practices observed (Including the arts and technology)

Relevant Rubric Sub-criteria: _____

Classroom Visitation Tool: Class 3

Grade (Circle)	P-K K 1 2 3 4 5 6 7 8 9 10 11 12											
Subject, time/period, # students												
Type of class	() Gen Ed. () Spec. Ed. () CTT () ELL/ESL () Other:											
Teaching Experience	This is the teacher's _____ year of teaching.											
Lesson portion viewed	Beginning				Middle				End			
EXPECTATION	ANECDOTAL EVIDENCE : LOW-INFERENCE OBSERVATIONS											
<p>INSTRUCTION AND ENGAGEMENT <i>How does the curriculum and instruction engage all the students in meaningful work?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom curriculum is coherent and aligned to key standards, including the arts; students are engaged in higher-order, critical thinking skills as seen in student work products and processes. (1.1) <input type="checkbox"/> Teaching practices are aligned to the school's curriculum and reflect an articulated set of beliefs about how students learn best. (1.2) <input type="checkbox"/> Teaching strategies and classroom routines help maintain a culture of mutual trust and positive attitudes that promote and support academic and personal growth. (1.4) 	(Teaching)				(Student Learning)							
<p>STUDENT WORK <i>How does the student work illustrate/document student understanding and achievement?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom work leads to high levels of student engagement and thinking, as evidenced in work products and processes. (1.2) <input type="checkbox"/> Student work is related to the goals of the lesson/unit, the curriculum and the school's instructional goals. (3.2) <input type="checkbox"/> Student work illustrates a differentiated approach that matches student learning needs and strengths. (1.2/3.2) <input type="checkbox"/> Students are able to discuss what they are learning and why. (3.4) 												
<p>ASSESSMENT FOR LEARNING <i>How do teachers and students use formative (classroom-based) and periodic assessments (Acuity, ITAs, DYO, etc) to inform their next instructional steps?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of the use or development of tools to understand what students know and how best to meet their needs. (2.1, 2.2) <input type="checkbox"/> Feedback is given to students in a meaningful and clear way so students understand both their strengths as well as area to work on. (2.4) <input type="checkbox"/> Students have opportunities to engage in peer and self-assessment. (5.2) 	(Teaching)				(Student Learning)							

Summary Notes and Questions:

Notes from debrief with administrator:

Highlights and Promising Practices observed (Including the arts and technology)

Relevant Rubric Sub-criteria: _____

Classroom Visitation Tool: Class 4

Grade (Circle)	P-K K 1 2 3 4 5 6 7 8 9 10 11 12												
Subject, time/period, # students													
Type of class	() Gen Ed. () Spec. Ed. () CTT () ELL/ESL () Other:												
Teaching Experience	This is the teacher's _____ year of teaching.												
Lesson portion viewed	Beginning			Middle						End			
EXPECTATION	ANECDOTAL EVIDENCE : LOW-INFERENCE OBSERVATIONS												
<p>INSTRUCTION AND ENGAGEMENT <i>How does the curriculum and instruction engage all the students in meaningful work?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom curriculum is coherent and aligned to key standards, including the arts; students are engaged in higher-order, critical thinking skills as seen in student work products and processes. (1.1) <input type="checkbox"/> Teaching practices are aligned to the school's curriculum and reflect an articulated set of beliefs about how students learn best. (1.2) <input type="checkbox"/> Teaching strategies and classroom routines help maintain a culture of mutual trust and positive attitudes that promote and support academic and personal growth. (1.4) 	(Teaching)						(Student Learning)						
<p>STUDENT WORK <i>How does the student work illustrate/document student understanding and achievement?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom work leads to high levels of student engagement and thinking, as evidenced in work products and processes. (1.2) <input type="checkbox"/> Student work is related to the goals of the lesson/unit, the curriculum and the school's instructional goals. (3.2) <input type="checkbox"/> Student work illustrates a differentiated approach that matches student learning needs and strengths. (1.2/3.2) <input type="checkbox"/> Students are able to discuss what they are learning and why. (3.4) 													
<p>ASSESSMENT FOR LEARNING <i>How do teachers and students use formative (classroom-based) and periodic assessments (Acuity, ITAs, DYO, etc) to inform their next instructional steps?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of the use or development of tools to understand what students know and how best to meet their needs. (2.1, 2.2) <input type="checkbox"/> Feedback is given to students in a meaningful and clear way so students understand both their strengths as well as area to work on. (2.4) <input type="checkbox"/> Students have opportunities to engage in peer and self-assessment. (5.2) 	(Teaching)						(Student Learning)						

Summary Notes and Questions:

Notes from debrief with administrator:

Highlights and Promising Practices observed (Including the arts and technology)

Relevant Rubric Sub-criteria: _____

Classroom Visitation Tool: Class 5

Grade (Circle)	P-K K 1 2 3 4 5 6 7 8 9 10 11 12												
Subject, time/period, # students													
Type of class	() Gen Ed. () Spec. Ed. () CTT () ELL/ESL () Other:												
Teaching Experience	This is the teacher's _____ year of teaching.												
Lesson portion viewed	Beginning			Middle						End			
EXPECTATION	ANECDOTAL EVIDENCE : LOW-INFERENCE OBSERVATIONS												
<p>INSTRUCTION AND ENGAGEMENT <i>How does the curriculum and instruction engage all the students in meaningful work?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom curriculum is coherent and aligned to key standards, including the arts; students are engaged in higher-order, critical thinking skills as seen in student work products and processes. (1.1) <input type="checkbox"/> Teaching practices are aligned to the school's curriculum and reflect an articulated set of beliefs about how students learn best. (1.2) <input type="checkbox"/> Teaching strategies and classroom routines help maintain a culture of mutual trust and positive attitudes that promote and support academic and personal growth. (1.4) 	(Teaching)						(Student Learning)						
<p>STUDENT WORK <i>How does the student work illustrate/document student understanding and achievement?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom work leads to high levels of student engagement and thinking, as evidenced in work products and processes. (1.2) <input type="checkbox"/> Student work is related to the goals of the lesson/unit, the curriculum and the school's instructional goals. (3.2) <input type="checkbox"/> Student work illustrates a differentiated approach that matches student learning needs and strengths. (1.2/3.2) <input type="checkbox"/> Students are able to discuss what they are learning and why. (3.4) 													
<p>ASSESSMENT FOR LEARNING <i>How do teachers and students use formative (classroom-based) and periodic assessments (Acuity, ITAs, DYO, etc) to inform their next instructional steps?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of the use or development of tools to understand what students know and how best to meet their needs. (2.1, 2.2) <input type="checkbox"/> Feedback is given to students in a meaningful and clear way so students understand both their strengths as well as area to work on. (2.4) <input type="checkbox"/> Students have opportunities to engage in peer and self-assessment. (5.2) 	(Teaching)						(Student Learning)						

Summary Notes and Questions:

Notes from debrief with administrator:

Highlights and Promising Practices observed (Including the arts and technology)

Relevant Rubric Sub-criteria: _____

Classroom Visitation Tool: Class 6

Grade (Circle)	P-K K 1 2 3 4 5 6 7 8 9 10 11 12											
Subject, time/period, # students												
Type of class	() Gen Ed. () Spec. Ed. () CTT () ELL/ESL () Other:											
Teaching Experience	This is the teacher's _____ year of teaching.											
Lesson portion viewed	Beginning				Middle				End			
EXPECTATION	ANECDOTAL EVIDENCE : LOW-INFERENCE OBSERVATIONS											
<p>INSTRUCTION AND ENGAGEMENT <i>How does the curriculum and instruction engage all the students in meaningful work?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom curriculum is coherent and aligned to key standards, including the arts; students are engaged in higher-order, critical thinking skills as seen in student work products and processes. (1.1) <input type="checkbox"/> Teaching practices are aligned to the school's curriculum and reflect an articulated set of beliefs about how students learn best. (1.2) <input type="checkbox"/> Teaching strategies and classroom routines help maintain a culture of mutual trust and positive attitudes that promote and support academic and personal growth. (1.4) 	(Teaching)				(Student Learning)							
<p>STUDENT WORK <i>How does the student work illustrate/document student understanding and achievement?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom work leads to high levels of student engagement and thinking, as evidenced in work products and processes. (1.2) <input type="checkbox"/> Student work is related to the goals of the lesson/unit, the curriculum and the school's instructional goals. (3.2) <input type="checkbox"/> Student work illustrates a differentiated approach that matches student learning needs and strengths. (1.2/3.2) <input type="checkbox"/> Students are able to discuss what they are learning and why. (3.4) 												
<p>ASSESSMENT FOR LEARNING <i>How do teachers and students use formative (classroom-based) and periodic assessments (Acuity, ITAs, DYO, etc) to inform their next instructional steps?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of the use or development of tools to understand what students know and how best to meet their needs. (2.1, 2.2) <input type="checkbox"/> Feedback is given to students in a meaningful and clear way so students understand both their strengths as well as area to work on. (2.4) <input type="checkbox"/> Students have opportunities to engage in peer and self-assessment. (5.2) 	(Teaching)				(Student Learning)							

Summary Notes and Questions:

Notes from debrief with administrator:

Highlights and Promising Practices observed (Including the arts and technology)

Relevant Rubric Sub-criteria: _____

Classroom Visitation Tool: Class 7

Grade (Circle)	P-K K 1 2 3 4 5 6 7 8 9 10 11 12											
Subject, time/period, # students												
Type of class	() Gen Ed. () Spec. Ed. () CTT () ELL/ESL () Other:											
Teaching Experience	This is the teacher's _____ year of teaching.											
Lesson portion viewed	Beginning				Middle				End			
EXPECTATION	ANECDOTAL EVIDENCE : LOW-INFERENCE OBSERVATIONS											
<p>INSTRUCTION AND ENGAGEMENT <i>How does the curriculum and instruction engage all the students in meaningful work?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom curriculum is coherent and aligned to key standards, including the arts; students are engaged in higher-order, critical thinking skills as seen in student work products and processes. (1.1) <input type="checkbox"/> Teaching practices are aligned to the school's curriculum and reflect an articulated set of beliefs about how students learn best. (1.2) <input type="checkbox"/> Teaching strategies and classroom routines help maintain a culture of mutual trust and positive attitudes that promote and support academic and personal growth. (1.4) 	(Teaching)				(Student Learning)							
<p>STUDENT WORK <i>How does the student work illustrate/document student understanding and achievement?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom work leads to high levels of student engagement and thinking, as evidenced in work products and processes. (1.2) <input type="checkbox"/> Student work is related to the goals of the lesson/unit, the curriculum and the school's instructional goals. (3.2) <input type="checkbox"/> Student work illustrates a differentiated approach that matches student learning needs and strengths. (1.2/3.2) <input type="checkbox"/> Students are able to discuss what they are learning and why. (3.4) 												
<p>ASSESSMENT FOR LEARNING <i>How do teachers and students use formative (classroom-based) and periodic assessments (Acuity, ITAs, DYO, etc) to inform their next instructional steps?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of the use or development of tools to understand what students know and how best to meet their needs. (2.1, 2.2) <input type="checkbox"/> Feedback is given to students in a meaningful and clear way so students understand both their strengths as well as area to work on. (2.4) <input type="checkbox"/> Students have opportunities to engage in peer and self-assessment. (5.2) 	(Teaching)				(Student Learning)							

Summary Notes and Questions:

Notes from debrief with administrator:

Highlights and Promising Practices observed (Including the arts and technology)

Relevant Rubric Sub-criteria: _____

Classroom Visitation Tool: Class 8

Grade (Circle)	P-K K 1 2 3 4 5 6 7 8 9 10 11 12											
Subject, time/period, # students												
Type of class	() Gen Ed. () Spec. Ed. () CTT () ELL/ESL () Other:											
Teaching Experience	This is the teacher's _____ year of teaching.											
Lesson portion viewed	Beginning				Middle				End			
EXPECTATION	ANECDOTAL EVIDENCE : LOW-INFERENCE OBSERVATIONS											
<p>INSTRUCTION AND ENGAGEMENT <i>How does the curriculum and instruction engage all the students in meaningful work?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom curriculum is coherent and aligned to key standards, including the arts; students are engaged in higher-order, critical thinking skills as seen in student work products and processes. (1.1) <input type="checkbox"/> Teaching practices are aligned to the school's curriculum and reflect an articulated set of beliefs about how students learn best. (1.2) <input type="checkbox"/> Teaching strategies and classroom routines help maintain a culture of mutual trust and positive attitudes that promote and support academic and personal growth. (1.4) 	(Teaching)				(Student Learning)							
<p>STUDENT WORK <i>How does the student work illustrate/document student understanding and achievement?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom work leads to high levels of student engagement and thinking, as evidenced in work products and processes. (1.2) <input type="checkbox"/> Student work is related to the goals of the lesson/unit, the curriculum and the school's instructional goals. (3.2) <input type="checkbox"/> Student work illustrates a differentiated approach that matches student learning needs and strengths. (1.2/3.2) <input type="checkbox"/> Students are able to discuss what they are learning and why. (3.4) 												
<p>ASSESSMENT FOR LEARNING <i>How do teachers and students use formative (classroom-based) and periodic assessments (Acuity, ITAs, DYO, etc) to inform their next instructional steps?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of the use or development of tools to understand what students know and how best to meet their needs. (2.1, 2.2) <input type="checkbox"/> Feedback is given to students in a meaningful and clear way so students understand both their strengths as well as area to work on. (2.4) <input type="checkbox"/> Students have opportunities to engage in peer and self-assessment. (5.2) 	(Teaching)				(Student Learning)							

Summary Notes and Questions:

Notes from debrief with administrator:

Highlights and Promising Practices observed (Including the arts and technology)

Relevant Rubric Sub-criteria: _____

Classroom Visitation Tool: Class 9

Classroom Visitation Tool: Class 9												
Grade (Circle)	P-K K 1 2 3 4 5 6 7 8 9 10 11 12											
Subject, time/period, # students												
Type of class	() Gen Ed. () Spec. Ed. () CTT () ELL/ESL () Other:											
Teaching Experience	This is the teacher's _____ year of teaching.											
Lesson portion viewed	Beginning				Middle				End			
EXPECTATION	ANECDOTAL EVIDENCE : LOW-INFERENCE OBSERVATIONS											
<p>INSTRUCTION AND ENGAGEMENT <i>How does the curriculum and instruction engage all the students in meaningful work?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom curriculum is coherent and aligned to key standards, including the arts; students are engaged in higher-order, critical thinking skills as seen in student work products and processes. (1.1) <input type="checkbox"/> Teaching practices are aligned to the school's curriculum and reflect an articulated set of beliefs about how students learn best. (1.2) <input type="checkbox"/> Teaching strategies and classroom routines help maintain a culture of mutual trust and positive attitudes that promote and support academic and personal growth. (1.4) 	(Teaching)				(Student Learning)							
<p>STUDENT WORK <i>How does the student work illustrate/document student understanding and achievement?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom work leads to high levels of student engagement and thinking, as evidenced in work products and processes. (1.2) <input type="checkbox"/> Student work is related to the goals of the lesson/unit, the curriculum and the school's instructional goals. (3.2) <input type="checkbox"/> Student work illustrates a differentiated approach that matches student learning needs and strengths. (1.2/3.2) <input type="checkbox"/> Students are able to discuss what they are learning and why. (3.4) 												
<p>ASSESSMENT FOR LEARNING <i>How do teachers and students use formative (classroom-based) and periodic assessments (Acuity, ITAs, DYO, etc) to inform their next instructional steps?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of the use or development of tools to understand what students know and how best to meet their needs. (2.1, 2.2) <input type="checkbox"/> Feedback is given to students in a meaningful and clear way so students understand both their strengths as well as area to work on. (2.4) <input type="checkbox"/> Students have opportunities to engage in peer and self-assessment. (5.2) 	(Teaching)				(Student Learning)							

Summary Notes and Questions:

Notes from debrief with administrator:

Highlights and Promising Practices observed (Including the arts and technology)

Relevant Rubric Sub-criteria: _____

Classroom Visitation Tool: Class 10

Grade (Circle)	P-K K 1 2 3 4 5 6 7 8 9 10 11 12											
Subject, time/period, # students												
Type of class	() Gen Ed. () Spec. Ed. () CTT () ELL/ESL () Other:											
Teaching Experience	This is the teacher's _____ year of teaching.											
Lesson portion viewed	Beginning				Middle				End			
EXPECTATION	ANECDOTAL EVIDENCE : LOW-INFERENCE OBSERVATIONS											
<p>INSTRUCTION AND ENGAGEMENT <i>How does the curriculum and instruction engage all the students in meaningful work?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom curriculum is coherent and aligned to key standards, including the arts; students are engaged in higher-order, critical thinking skills as seen in student work products and processes. (1.1) <input type="checkbox"/> Teaching practices are aligned to the school's curriculum and reflect an articulated set of beliefs about how students learn best. (1.2) <input type="checkbox"/> Teaching strategies and classroom routines help maintain a culture of mutual trust and positive attitudes that promote and support academic and personal growth. (1.4) 	(Teaching)				(Student Learning)							
<p>STUDENT WORK <i>How does the student work illustrate/document student understanding and achievement?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom work leads to high levels of student engagement and thinking, as evidenced in work products and processes. (1.2) <input type="checkbox"/> Student work is related to the goals of the lesson/unit, the curriculum and the school's instructional goals. (3.2) <input type="checkbox"/> Student work illustrates a differentiated approach that matches student learning needs and strengths. (1.2/3.2) <input type="checkbox"/> Students are able to discuss what they are learning and why. (3.4) 												
<p>ASSESSMENT FOR LEARNING <i>How do teachers and students use formative (classroom-based) and periodic assessments (Acuity, ITAs, DYO, etc) to inform their next instructional steps?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is evidence of the use or development of tools to understand what students know and how best to meet their needs. (2.1, 2.2) <input type="checkbox"/> Feedback is given to students in a meaningful and clear way so students understand both their strengths as well as area to work on. (2.4) <input type="checkbox"/> Students have opportunities to engage in peer and self-assessment. (5.2) 	(Teaching)				(Student Learning)							

Summary Notes and Questions:

Notes from debrief with administrator:

Highlights and Promising Practices observed (Including the arts and technology)

Relevant Rubric Sub-criteria: _____

Classroom Visitation Tool: Integrated Summary

1. Describe how the classroom visits compare to the vision set forth in the school's self-evaluation (SSEF) and the principal interview.

(Possible connections on rubric: 1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 5.3)

2. Describe the level of consistency and rigor evident in content, pedagogy, and assessment and data-informed decision making among the classrooms visited.

(Possible connections on rubric: 1.1, 1.2, 2.2, 2.3, 3.3, 4.2, 5.1)

Classroom Visitation Tool: Integrated Summary – continued

3. Describe the level of consistency of classroom environments with regard to evidence of higher order thinking in student work products and management and discourse routines, including student voice/participation and self-reflection.

(Possible connections on rubric: 1.1, 1.2, 1.4, 2.4, 3.4, 4.4)

Strengths	Development Areas

Notes: Internal Case Study - Optional

The internal case study is a component of the 2009-10 Quality Review which is intended to support reviewers in analyzing the quality of service to students through the deep dive with two select students.

Reviewers are expected to utilize the student-specific ARIS data to facilitate the student selection process. In particular, reviewers are to strategically identify the two case study students based on school demographics, goals, and data-driven areas for improvement. This selection should be made in agreement with the principal.

After identifying the two students, reviewers are expected to note low-inference data regarding these students during the following QR site visit components:

1. Classroom Visitations
2. Teacher Team Meetings
3. Student Work Meeting

The data for these three components should be recorded in their respective sections of the Record Book.

Subsequently, during flexible time, reviewers are expected to transfer the data onto the Case Study Triangulation Tool in order to easily identify trends across components and thereby make scoring decisions around the schools' strengths and areas for improvement.

NOTE: The internal case study is not a presentation the school makes. It is internal to the review process and strongly advised – as it provides another important lens through which to view the school. But, due the logistical challenges, the ICS is not required of Reviewers to set up. If the Reviewer cannot follow 1-2 students through the various meetings and class visits, the school will not in any way be penalized.

Case Study Triangulation Tool
Student 1: _____

Teacher Team Meeting	Classroom Visitation	Small Group Student Meeting
Strengths	Areas for Improvement	

Case Study Triangulation Tool
Student 2: _____

Teacher Team Meeting	Classroom Visitation	Small Group Student Meeting
Strengths	Areas for Improvement	

Notes: End of Day 1

End of Day 1: Debrief Protocol (30-45min)

The Reviewer, Principal, and 2-3 key cabinet/leadership members can be present at this meeting. It can remain between Reviewer and Principal at the discretion of the Principal. It is helpful if this group is defined by the Principal and communicated to the Reviewer prior to the start of the review. No matter the number of participants, the dialogue is meant to be primarily between the Principal and the Reviewer.

Reviewer begins by providing a brief summary of the 4-step protocol used for this debrief. (~5min)

Step 1. Reviewer shares with school leadership what she/he heard and saw during the day: the specific low-inference data statements of both strengths and areas for improvement. Today I saw/heard... (~7-10min)

Step 2. School leadership asks clarifying questions and/or responds by confirming data statements and/or offering additional data/information. Note: The Reviewer may need to ask the school leadership to remain “low on the ladder of inference”, which means keeping the discussion and comments based on evidence as much as possible before making interpretations of what was seen and heard during the day. (~7-10min)

Step 3. Reviewer responds with an evaluative synthesis, based on low-inference statements and the school leadership’s responses and comments. The synthesis leads to a description of areas in which more evidence is needed. Note: While Quality Statements can be referred to here, no preliminary judgment will be offered overall as there may not be enough evidence from one day. However, an implicit evaluation of the school’s development may be embedded in the request for more data needed in certain areas of the review (e.g., “I need to see more evidence of consistency of teacher team use of data to set goals.”) (~7-10min)

Step 4. Reviewer and school leadership discuss the evaluative synthesis to prepare for Day 2 of the site visit and revise schedule as needed, e.g. School leadership to select classes that showcase specific Reviewer requests. (~7-10min)

Notes: End of Day 1 – continued

Evaluation of evidence and feedback to principal at end of day 1.

Response from the principal and key points for follow up on Day 2:

What the school does well...

There are to be **TEN** bullets in total (combined: what a school does well AND areas for improvement)
All bullets **MUST** relate to specific sub-criteria and will be assigned as follows:
When Overall score is...WD: 7 strengths; P: 6 strengths; UPF: 5 strengths; U: 4 strengths

Reviewers must call their designated Director for School Quality in the following cases:

- o All reviewers must phone in to talk through final judgments for their first review of the academic year.
- o New reviewers must phone in for at least their first three reviews to discuss their judgments.
- o All reviewers are encouraged to ring in if they would like advice about how to handle a difficult situation.
- o All reviewers must phone in to discuss their final judgments if the school is judged *underdeveloped* or *well developed*.

Related
sub-criteria

Areas for Improvement...

There are to be **TEN** bullets in total (combined: what a school does well AND areas for improvement)
All bullets **MUST** relate to specific sub-criteria and will be assigned as follows:
When Overall Score is...WD: 3 AFI; P: 4 AFI; UPF: 5 AFI; U: 6 AFI

	Related sub-criteria
Draft Overall Quality Score	

School Quality Criteria 2009-2010

School name:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall QR Score				
Quality Statement 1 – Coherent Instructional and Organizational Strategies: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1 Design and deliver rigorous and coherent curricula, including the Arts, aligned to key State standards?				
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?				
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				
Overall score for Quality Statement 1				
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?				
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?				
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				
Overall score for Quality Statement 2				

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	Δ	➤	✓	+			
3.1 Establish a coherent vision of its future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?							
3.2 Use collaborative and data-informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?							
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?							
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?							
Overall score for Quality Statement 3							
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	Δ	➤	✓	+			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?							
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?							
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?							
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?							
Overall score for Quality Statement 4							
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	Δ	➤	✓	+			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?							
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?							
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?							
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?							
Overall score for Quality Statement 5							
Quality Review Scoring Key							
Δ	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed

Notes: Final Feedback Meeting

End of Day 2: Final Feedback Meeting (45min)

The Reviewer, Principal, Network Leader (or other network team representative), and 2-3 other key cabinet/leadership members can be present at this meeting. The meeting can remain between just the Reviewer, Principal, and Network Leader at the discretion of the Principal. Note: If the Reviewer and/or Principal suspect the Final Feedback Meeting will be a difficult conversation, it is suggested that the Reviewer, Principal, and Network Leader gather briefly before the Final Feedback Meeting to discuss keeping the meeting between just the three of them.

The Reviewer, as facilitator of this meeting, begins the session by thanking the community and leadership and gaining agreement on the norms for this exchange: (~5min)

- Respectful dialogue
- Focus on evidence and avoid assumptions
- Build collaborative understanding
- Avoid aggressive or defensive language

Then the Reviewer describes the feedback protocol. Please note that there will be no written script to read aloud. (~5min)

Step 1. Reviewer reads the bullets listed on the Summary Feedback Sheet and provides the QR overall score (not scores for individual Quality Statements or indicators). (~10min)

Step 2. Principal responds to the bullets and overall score. (~10min)

Step 3. Reviewer invites Network Leader (or representative) and other participants to offer evidence they believe not taken into consideration in the provisional score; the Reviewer states that (a) the expectation is that the current evaluation will stand, and (b) all feedback will be documented in the record book for quality assurance purposes. (~10min)

Step 4. Reviewer ends this portion of the meeting, potentially with commentary regarding school and network feedback, and then departs. (~5min)

Step 5. Principal, Network Leader and other school community members can discuss messaging and next steps for the extended school community.

Notes: Final Feedback Meeting – continued

Response from the principal:

Evidence proposed by network team member and/or other participants: