

Reviewer Handbook for the Quality Review

2015-2016

Carmen Fariña, Chancellor

Phil Weinberg, Deputy Chancellor, Teaching and Learning

Jacqueline Gonzalez, Executive Director, Office of School Quality

qualityreview@schools.nyc.gov

Table of Contents

Section	Page
Code of Conduct for Reviewers	3
Introduction to the Quality Review	4
2015-2016 Quality Review Selection Criteria	5
2015-2016 Quality Review Process	6
Stages of the Quality Review	7
Stage 1: Pre-review Work	8
Contacting the School	9
School Review Schedules	10
Stage 2: School Site Visit	15
Meeting with the Principal	15
Classroom Visits and Discussions	16
Review of Curricular and Other School Documentation	16
Meetings with School Groups	18
Debriefing with Administrator(s)	19
Preparing for the Feedback Conference	20
Guidance for the Selection of Area of Celebration and Area of Focus	21
Feedback Conference Protocol	21
Stage 3: The Quality Review Report	24
Structure of the 2015-2016 Quality Review Report	24
Understanding Findings, Impact, and Supporting Evidence (FISE)	25
Quality Review Report Standards	27
Stage 4: Verification Process	30
Stage 5: Appeal Process	30
Appendix A: School Quality “Look Fors”	31
Appendix B: Quality Review Reporting Guidelines	36
Appendix C: Initial Communication with Principal	37
Appendix D: Guidance for Completing the Record Book	41
Appendix E: Classroom Visitation Tool	42
Appendix F: Low Inference Observations	44
Appendix G: Style Guide	45
Appendix H: Findings, Impact, and Supporting Evidence Statements	64
Appendix I: 2015-2016 Quality Assurance Rubric	65
Appendix J: Salesforce Guide	66

Code of Conduct for Reviewers

All reviewers are committed to a Code of Conduct that guides their work. Reviewers are expected to adhere to the Code of Conduct during the review process. Principals should contact the Executive Director of the Office of School Quality if they feel the Code of Conduct has been violated.

The Code of Conduct requires that each reviewer:

- Prepares thoroughly for school site visits
- Communicates clearly with the principal ahead of time to set school site visit schedules and reduce anxiety
- Works with integrity, treating everyone with courtesy and respect
- Minimizes stress, does not over-observe staff or demand unreasonable amounts of paperwork or time
- Undertakes training and development, as required
- Acts with the best interests and well-being of students and staff in mind
- Evaluates objectively and impartially, using low-inference observations
- Consistently shares emerging issues with principals and other members of the school during school site visits
- Reports honestly and fairly, ensuring that evidence and conclusions accurately and reliably reflect the school's practices
- Accepts and complies with the quality assurance policy
- Respects the confidentiality of information
- Submits all report drafts in a timely manner, taking into account constructive feedback from readers
- Communicates clearly, accurately, and sensitively

Introduction to the Quality Review

The Quality Review examines how the work in a school community impacts the quality of the instructional core across classrooms to prepare students for the next level; it aligns with the Department of Education's articulated focus on preparing students at each level for college and career readiness. The Quality Review provides an opportunity for a school community to reflect on its improvement planning processes and self-evaluate how well, and systematically, its educators make instructional decisions in service of student learning. The 2015-2016 Quality Review:

- ✓ Deepens the work of improving the instructional core across classrooms
- ✓ Incorporates language and expectations connected to the integration of Common Core-aligned curricula and the use of the Danielson *Framework for Teaching* for frequent cycles of teacher feedback
- ✓ Continues to focus on the quality of teacher team work around collaborative inquiry and how the analysis of student work is used to inform the design of tasks and pedagogy
- ✓ Formally assesses five of the ten Quality Indicators across three Quality Categories (1.1, 1.2, 2.2, 3.4, 4.2)

Focus on Instructional and Organizational Coherence

The Quality Review is an examination and evaluation of how all school systems and structures work together to improve student learning, as defined by the instructional core. See below for the key questions the reviewer seeks to understand:

- What are the key decisions the school has made to impact the quality of what is taught and how it is taught across classrooms?
- What led to those key decisions (what did the school community look at in the way of data and student work to arrive at those decisions)?
- What does the school envision as the success of these initiatives? How will success be measured along the way? What has been the impact to date?

Reviewers evaluate key aspects of the school's work as they relate to ten Quality Indicators and related sub-indicators, in service of improved student outcomes.

Criteria for measuring student progress are objective when they:

- Align with Common Core Learning Standards
- Demonstrate mastery of curriculum objectives
- Reveal to teachers, parents, and students the student's progress or lack thereof throughout the year in mastering each learning expectation, goal, target, and/or activity
- Rely on explicit evaluative standards that can be demonstrated by examples and have a consistent meaning and application to diverse students by different school professionals
- Allow the performance and progress of different students and groups of students to be compared with regard to each learning expectation/goal/target/activity over time
- Identify ways to close the gap between current and expected learning outcomes

Throughout the review process, reviewers engage principals and identified constituents in conversations to ensure that each school gains the maximum benefit from the review and that the reviewer captures the most accurate picture of the school's practices.

2015-2016 Quality Review Selection Criteria

The 2015-2016 school year marks the second year in a two-year process of gathering baseline qualitative data for all schools. Schools that meet at least one of the following criteria will receive a Quality Review during the 2015-2016 school year:

- Schools designated as Renewal Schools
- Schools in their first year of existence
- Schools that did not receive a Quality Review in 2014-2015

Please note:

- Schools that meet any of the criteria listed above but are in their final year of phasing out will not receive a Quality Review.
- Schools that meet any of the criteria listed above, but do not have an appointed principal, can receive a QR at any point throughout the school year, though to the extent practicable, reviewers will consider the timing of the review and the status of the school building leader when scheduling the review.

If you have any questions, please contact qualityreview@schools.nyc.gov.

2015-2016 Quality Review Process

For the 2015-2016 school year, although reviewers may simultaneously gather evidence for all ten Quality Indicators throughout the review process, reviewers will formally evaluate the key aspects of the school's work using criteria linked to how well school practices are aligned with **five** indicators of the Quality Review rubric (1.1, 1.2, 2.2, 3.4, 4.2) (see **Appendix A** for “Look-fors” for Well Developed practices across the five formally assessed indicators). These five Quality Indicators will be written about in the school’s published report.

- The Quality Review will be a one-day process conducted by one reviewer in schools with fewer than 1,500 students. In large schools (1,500+ students), the one-day process will be conducted by two reviewers. D75 and multi-site schools may experience a two-day Quality Review with one reviewer.
- The Quality Review process will not culminate in an overall rating of W, P, D, or UD. This is in alignment to the Department’s vision of de-emphasizing focus on overall categories of performance and pointing instead to the various aspects of school practices that support student learning and teacher development.
- At the end of the one-day process, schools will receive preliminary ratings and verbal feedback, including an Area of Celebration and an Area of Focus, for the five indicators listed below. Final, written, detailed reports will continue to be delivered to schools six to eight (6-8) weeks following the Review.

The following five indicators will be formally assessed in the 2015-2016 Quality Review Process:

- **1.1 CURRICULUM:** Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards
- **1.2 PEDAGOGY:** Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson *Framework for Teaching*, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products
- **2.2 ASSESSMENT:** Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels
- **3.4 HIGH EXPECTATIONS:** Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations
- **4.2 PROFESSIONAL COLLABORATIONS:** Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

Stages of the Quality Review

The following stages of the Quality Review apply to all schools, regardless of size:

Stage 1: Pre-review Work

Stage 2: School Site Visit

Stage 3: The Quality Review Report

Stage 4: Report Verification

Stage 5: Appeal Process (if applicable)

Notification of a Quality Review date is sent to the school at least two weeks in advance of the visit. Included in the notification are several informational documents including the reviewer's biography, the Principal's Guide and School Self-Evaluation Form (SSEF). Principals provide a completed SSEF to the reviewer no later than ten (10) work days prior to the date of the review. The reviewer uses this information to provide a contextual background for the school visit. These observations will be recorded in the appropriate areas in the reviewer's Record Book and serve as reference points (data trails) during the review. In addition, reviewers can access a copy of the previous Quality Review report, the School Survey, a school data set, school demographics, Human Resources data, and the most recent student achievement data.

Prior to the review, the reviewer, in consultation with the principal, drafts a schedule for the review. The schedule may be adjusted by the reviewer, in consultation with the principal, during the initial meeting on the day of the review and can remain flexible as long as all essential components of the review are included and completed.

During the school visit, the reviewer collects first-hand evidence in a Record Book, which contains documentation, notes, analysis, concrete examples of evidence, and the main findings. At the feedback conference at the end of the review, the reviewer provides preliminary verbal feedback and a written form that provides a preliminary rating for each of the five formally assessed Quality Indicators and lists an Area of Celebration (AoC), an Area of Focus (AoF), and Additional Findings.

Following the visit, the reviewer is responsible for producing a full written report, which includes the Area of Celebration, an Area of Focus, and Additional Findings. Evidence to support findings will be included for each of the five formally assessed indicators. The reviewer will provide the rating for each indicator as aligned to the language of the Quality Review rubric. Where there are two reviewers, the lead reviewer is responsible for the written report.

Please refer to **Appendix B** for additional information on the written report.

As the Record Book may be audited later for purposes of quality assurance and/or an appeal, it is essential that all reviewers maintain completed Record Books on file for up to one year following the publication of the QR report, as it may be needed by the Office of School Quality. When discarding Record Books, please be sure to shred any sensitive identifying information such as SSNs or HR documents. Original school documents and artifacts are to be returned by the reviewer to the school following the publication of the QR report, as appropriate.

Stage 1: Pre-review Work

Pre-review Preparation

In preparation for a Quality Review, each reviewer is required to spend time prior to the visit carefully reviewing key data trails. This information provides context and focus for the time spent in the school and streamlines evidence gathering by setting up data trails that drive the direction and level of questioning throughout the review. Adequate preparation allows the reviewer to consider the data trails identified before making contact with the principal to discuss the review schedule. Because preparation time is limited, it is essential to cover all pre-review documentation in an efficient and effective way. Relevant data trails, questions, and information can be entered in the early pages of the Record Book.

Before the start of the review, principals should share the following documents with reviewers. At minimum, reviewers should analyze each of the following, noting significant information in the Data Trails section of the Record Book:

- *School Self-Evaluation Form (SSEF)*: This is a crucial document that will enable the reviewer to assess how well the school knows itself. Reviewers should review the SSEF, noting anything significant to follow up on during the review. It may be useful to make notes in the relevant sections of the Record Book with a question mark to indicate a need to verify something that may be an Area of Celebration or an Area of Focus. Knowing the content of the SSEF is valuable when identifying data trails, determining questions to ask during the review, and triangulating information later from observations and dialogue.
- *School and teaching schedules to facilitate planning*: Scheduling information is specific to each school and provides the reviewer with an overview of the teaching positions, programs, and scheduling. The reviewer should use this information to tentatively identify classrooms to visit, teacher teams to observe, and students for the large group and small group meetings. If this information is not provided by the principal, it is suggested that the reviewer ask for an electronic version during the initial phone or email conversation.

Reviewers may find the additional documents below when logged into a DOE computer. By navigating to the [Quality Review Data Trails](#) folder, reviewers can select the appropriate borough and school DBN to access the documents. These documents should also be analyzed as a part of the pre-review preparation work:

- *Relevant school demographic data from the Division of Teaching and Learning* – The school demographics will provide the reviewer with most of the information needed for the context section and enable completion of most or all of this section before the review starts. This document provided the reviewer with an opportunity to analyze the comparative performance of grades and subgroups and to track the progress of cohorts and subgroups as they move from grade to grade. It also provides attendance figures from previous years.
- *Student demographic data from STARS and ATS* – This spreadsheet is comprised of student level demographic information including gender, race, ELL/SPED status, attendance rates, and more. With this data, reviewers are able to filter by various demographics to identify students and classes to observe during a Quality Review.
- *Human Resources data* – This document from the Talent Office provides data about teacher turnover, teacher tenure, hiring processes, and student/teacher ratios at the school. The reviewer should use this document to develop questions around the use of resources within the school, support for teachers, professional development, and performance management. Of course, with this document as with any, it is important to look at it as a source of information, not as a set of answers.

- *Advance ratings data* – This document displays Advance overall ratings from a particular school. In addition to overall ratings, this report also displays the average rating received within each of the eight subcomponent domains as compared to city wide figures.
- *Online Occurrence Reporting System (OORS) data* – When a school-related crime or incident occurs, the principal/designee is required to file an incident report in the Online Occurrence Reporting System. This report originates from the OORS system and details all school related incidents including suspensions, fights, and other behavioral incidents. This data can be used to provide further context on a particular school.
- *ECERS-R* – Provided for schools with early childhood pre-k programs, the ECERS-R is an observational instrument used to assess early childhood settings. The user observes the classroom and looks for specific indicators of quality across a variety of areas, including: Language-Reasoning, Space and Furnishings, Personal Care Routines, Activities, Interaction, and Program Structure. The ECERS-R report is shared with Quality Reviewers as one source of data that can be used to learn about the school and develop questions prior to the review.

Reviewers can find additional data about the school's performance in prior years by searching the "Statistics" page on the school's DOE website. Data related to student progress and performance and overall school quality should be analyzed as a part of the pre-review preparation work.

Contacting the School

All reviewers should contact the principal no less than ten (10) work days via email before the review. A sample initial school contact email is available in **Appendix C** for reviewer reference. Additionally, reviewers must contact the school to discuss the details relative to the Quality Review and should include the following information in the communication with the school:

- *Introduction:* The reviewer introduces him/herself.
- *Clarifying Questions:* The reviewer may ask a few clarifying questions regarding the content of the school's SSEF and request additional information needed to prepare for the review, such as an organizational chart and class/prep schedule.
- *Scheduling:* The reviewer and principal discuss the school visit agenda to ensure that adequate time is allotted for required meetings.
- *Protocols and Procedures:* The reviewer refers the principal to the Principal's Guide to the Quality Review for additional information about protocols. The reviewer reminds the principal that s/he may simultaneously collect evidence on all ten Quality Indicators of the QR rubric for this visit but that the 2015-2016 Quality Review Report will only report on the five formally assessed Quality Indicators. The principal may ask clarifying questions about protocols and procedures.
- *Additional Pre-review Contact:* The reviewer provides his or her contact information to the principal to ensure that the principal can reach the reviewer before the visit, should the need arise.

Even as the reviewer ensures this essential information is discussed and requested during the communication, there will be some variability in the specifics of the conversation(s). Therefore, following the first contact, reviewers can continue to reasonably connect with the principal via email or phone.

School Review Schedules

When creating a school visit schedule, reviewers should consider each of the following required meetings, observations, and events and suggested timeframes for each:

- Approximately 60-90 minutes to meet with the principal regarding practices in the school as they relate to quality indicators.
- Two teacher team meetings, one 30-45 minute meeting to observe and interview a teacher team and a second 20-30 minute meeting to facilitate a Q & A with teachers from at least two teams. The UFT chapter leader should be invited to the teacher team meeting that is a Q & A, unless the UFT chapter leader is a member of the teacher team that is being observed. As an alternative, the reviewer, in consultation with the principal, may schedule a meeting with the UFT chapter leader for approximately 15 minutes.
- Approximately 30 minutes for a small student group meeting. For schools with more than 1,500 students, an additional 30 minutes should be scheduled for a large group student meeting.
- 30 minutes to meet with parents.
- 15-20 minutes per classroom visit. The reviewer will visit 7-9 classes in most schools and, in the case of schools with 1,500+ students, the reviewer will generally visit 12-14 classes. As an option, the reviewer and principal *may* schedule opportunities for conversations between classroom teachers and the reviewer prior to the classroom visits to provide context. It is required that reviewers visit classrooms with a school leader and debrief each visit for several minutes.
- Approximately two 15-minute meetings for a mid-day and final debrief with school leadership.
- Approximately 30 minutes of document review time for the reviewer prior to delivering feedback.
- Approximately 60 minutes at the end of the day for reviewer reflection prior to delivering feedback.
- Approximately 30-35 minutes for the feedback conference.

Please note that each school's schedule may be different based on bell schedules and site-specific programs. Prior to the visit, the principal and the reviewer, through telephone and email correspondence, agree on the exact details of the review visit.

The chart below outlines the required and optional elements of a Quality Review, with a timeframe for each activity. It is up to the principal to ensure that the final schedule matches the school's start and end time and takes into account the bell schedule. Following that chart are some sample schedules to provide ideas on how the site visit may be structured.

Required Events for All Reviews	Optional Events At reviewer's discretion, in consultation with principal
<ul style="list-style-type: none"> • Meetings with principal • Two teacher team meetings • Student group meeting • Parent meeting, exclusive of parent coordinator • Classroom Visits* <ul style="list-style-type: none"> • 7-9 in schools with <1,500 students • 12-14 in D75 schools and schools with 1,500+ students • Document review • Reviewer reflection time • Two principal debrief sessions, mid-day and end of day • Feedback conference 	<ul style="list-style-type: none"> • Site tour • Observation of the end of the school day (dismissal) • Observation of extended day/after school activities • Additional teacher team meetings

**The reviewer and principal may schedule opportunities for conversations to occur between classroom teachers and the reviewer prior to the actual classroom visits. The pre-visit teacher/reviewer exchange is to provide context for the classroom visits. It is expected that reviewers will visit classrooms with a school leader and debrief each visit for a few minutes. The first set of classrooms (4-6) is selected by the reviewer and the second set (2-3) is selected by the principal.*

The following chart provides guidance around timing for Quality Review events:

Event	Approximate Time Frame
Meeting with principal	60 – 90 minutes
Classroom visits	15 – 20 minutes per classroom
Teacher team meetings	30 – 45 minutes / 20 – 30 minutes
Student meeting	30 – 45 minutes
Parent meeting	30 – 45 minutes
Reviewer reflection	75 – 105 minutes
Debrief with leadership	30 minutes
Feedback conference	30 – 35 minutes

Sample Schedules

Please note that each school's schedule may be different based on bell schedules and site-specific programs. See below for sample schedules for three types of schools:

I. Sample Quality Review schedule for a school with fewer than 1,500 students

Time	Schedule	Notes
60 – 90 minutes	Meeting with leadership	May include members of leadership cabinet
60 – 90 minutes	Classroom visits (4-6)	AP of Instruction may join; Reviewer selected
30 – 45 minutes	Teacher team meeting: Observation	Teacher team meeting observed for 15-20 minutes followed by a Q & A <i>If the school cannot accommodate a team for logistical reasons, this meeting can be used for a Q & A with teachers representing at least two teams.</i>
30 – 45 minutes	Reviewer reflection and document review (lunch)	
15 minutes	Mid-day debrief with leadership	Document request Discuss 2 nd round classroom visits
30 – 45 minutes	Meeting with students (4-6 students)	Discussion and review of work products Two students selected by school
20 – 30 minutes	Teacher team meeting: Q & A	Q & A with teachers representing at least two teams selected in collaboration with principal <i>UFT chapter leader should be invited*</i>
60 – 90 minutes	Classroom visits (3)	School selected
30 – 45 minutes	Parent meeting (8-10 parents)	
15 minutes	Final debrief with leadership	Share final noticings from the day
45 – 60 minutes	Reviewer reflection and document review	Rate the five Quality Indicators Select Area of Celebration (AoC) and Area of Focus (AoF)
30 – 35 minutes	Feedback conference	Principal may invite key stakeholders

The actual sequence of events will be determined by the reviewer and the principal during the Pre-QR phone conference. The time allocations noted above are recommendations, but can be negotiated based on the school's schedule.

**The UFT chapter leader should be invited to the teacher team meeting that is a Q & A, unless the UFT chapter leader is a member of the teacher team that is being observed. As an alternative, the reviewer, in consultation with the principal, may schedule a meeting with the UFT chapter leader for approximately 15 minutes.*

II. Sample Schedule for a school with more than 1,500 students

Schools with more than 1,500 students will experience Quality Reviews facilitated by two reviewers.

Time	Lead Reviewer (LR)	Co-reviewer (CR)	Notes
60 – 90 minutes	Meeting with leadership		May include members of leadership cabinet
30 – 45 minutes	Classroom visits (2) <i>(w/ principal, AP and both reviewers)</i>		Initial joint observation & debrief are done for norming, Reviewer selected
5 – 10 minutes	Class visit debrief norming <i>(w/ principal, AP and both reviewers)</i>		
45 – 60 minutes	Classroom visits (3) w/ principal	Classroom visits (3) w/ AP	Reviewer selected
10 minutes	Classroom visit debrief	Classroom visit debrief	
45 – 60 minutes	Teacher team meeting: Observation	Document review	Teacher team meeting observed for 15-20 minutes followed by a Q & A <i>If the school cannot accommodate a team for logistical reasons, this meeting can be used for a Q & A with teachers representing at least two teams.</i>
30 minutes	Reviewer reflection and document review (lunch)		
30 minutes	Mid-day debrief with leadership <i>(w/ principal, AP, and both reviewers)</i>		Document Request Discuss 2 nd round classroom visits
30 – 45 minutes	Meeting with students: Small group (4-6 students)	Meeting with students: Large group (10-12 students)	Can be merged into one student meeting of 6-8 students, two from each group selected by school
30 minutes	Teacher team meeting: Q & A	Document review	Q & A with teachers representing at least two teams selected in collaboration with principal <i>UFT chapter leader should be invited*</i>
30 – 45 minutes	Classroom visits (3) w/ principal (school selected)	Classroom visits (3) w/ AP (reviewer selected)	
10 – 15 minutes	Classroom visit debrief	Classroom visit debrief	
30 – 45 minutes	Parent meeting (8-10 parents)	Document review	
15 minutes	Final debrief with leadership <i>(w/ principal, AP, and both reviewers)</i>		
30 minutes	Reviewer reflection and document review		Rate the five Quality Indicators Select Area of Celebration (AoC) and Area of Focus (AoF)
30 - 35 minutes	Feedback conference		Principal may invite key stakeholders

The actual sequence of events will be determined by the reviewer and the principal during the Pre-QR phone conference. The time allocations noted above are recommendations, but can be negotiated based on the school's schedule.

**The UFT chapter leader should be invited to the teacher team meeting that is a Q & A, unless the UFT chapter leader is a member of the teacher team that is being observed. As an alternative, the reviewer, in consultation with the principal, may schedule a meeting with the UFT chapter leader for approximately 15 minutes.*

III. Sample Schedule for District 75 multi-site schools

DAY 1

Time	Schedule	Notes
60 – 90 minutes	Meeting with leadership	May include members of leadership cabinet
60 – 90 minutes	Classroom visits (4-6)	AP of Instruction may join, Reviewer selected
30 – 45 minutes	Meeting with students (4-6 students)	Discussion and review of work products Two selected by school
30 – 45 minutes	Reviewer reflection and document review (lunch)	
15 minutes	Mid-day debrief with leadership	Document request Discuss 2 nd round classroom visits
30 – 45 minutes	Teacher team meeting: Observation	Teacher team meeting observed for 15-20 minutes followed by a Q & A <i>If the school cannot accommodate a team for logistical reasons, this meeting can be used for a Q & A with teachers representing at least two teams.</i>
60 – 90 minutes	Classroom visits (3)	School selected
30 – 45 minutes	Parent meeting (8-10 parents)	
45 – 60 minutes	Reviewer reflection and document review	
15 minutes	Debrief with leadership	Share noticings from the day
30 minutes	Transition time	Time to be embedded in the schedule to allow for transitioning from one site to another

DAY 2

Time	Schedule	Notes
45 – 60 minutes	Meeting with leadership	May include members of leadership cabinet
60 – 90 minutes	Classroom visits (4-6)	AP of Instruction may join, Reviewer selected
20 – 30 minutes	Teacher team meeting: Q & A	Q & A with teachers representing at least two teams selected in collaboration with principal <i>UFT chapter leader should be invited*</i>
30 – 45 minutes	Reviewer reflection and document review (lunch)	
15 minutes	Mid-day debrief with leadership	Document Request, Discuss 3 rd round classroom visits
30 – 45 minutes	Meeting with students (4-6 students)	Discussion and review of work products, Two selected by school
60 – 90 minutes	Classroom visits (3)	School selected
15 minutes	Final debrief with leadership	Share final noticings from the day
45 – 60 minutes	Reviewer reflection and document review	Rate the 5 Quality Indicators, Select AoC and AoF
30 - 35 minutes	Feedback conference	Principal may invite key stakeholders
30 minutes	Transition time	Time to be embedded in the schedule to allow for transitioning from one site to another

The actual sequence of events will be determined by the reviewer and the principal during the Pre-QR phone conference. The time allocations noted above are recommendations, but can be negotiated based on the school's schedule.

**The UFT chapter leader should be invited to the teacher team meeting that is a Q & A, unless the UFT chapter leader is a member of the teacher team that is being observed. As an alternative, the reviewer, in consultation with the principal, may schedule a meeting with the UFT chapter leader for approximately 15 minutes.*

Stage 2: School Site Visit

Best practices toward ensuring an effective QR process:

- Make sure the principal has a copy of the Quality Review rubric at the beginning of the day.
- Keep meetings collaborative and on task – ensure that the conversations are grounded in elements of practice addressed in the Quality Review rubric.
- Principals may include assistant principals and coaches in meetings or in class visits, as appropriate. Organize a range of classes to visit. The principal should always accompany the reviewer.
- Debrief with the principal at the middle and end of the day to discuss evidence from the day's visit and explore any questions that may have arisen as a result of prior events. The principal may add 2-3 key cabinet/leadership members to these sessions.
- If the UFT chapter leader is not scheduled to participate in either of the two teacher team meetings, the reviewer should schedule a 15 minute meeting.

Completing the Record Book

Completing the Record Book is essential as it:

- Identifies review questions/data trails at the preparation stage to provide focus and direction for the reviewer
- Enables reviewers to organize evidence in a systematic way to reach rating decisions
- Provides space to evaluate the evidence gathered for each Quality Indicator based on interviews, meetings, data analyses, and classroom visits
- Supports report writing
- Provides the evidence used in response to appeals

Reviewers should be able to respond affirmatively to the following criteria for Record Books to be in compliance:

- Is the writing legible?
- Is there a pre-review analysis that includes key questions/data trails?
- Are all indicators and evaluation boxes completed for the five formally reported Quality Indicators?
- Where applicable, has evidence for the remaining five indicators been documented in the appropriate sections of the Record Book?
- Has the reviewer logged evidence for all required sections of the Quality Review?
- Are the classroom visitation tools completed for lesson observations?
- Has the reviewer captured responses to feedback sessions?

Refer to **Appendix D** for a more detailed guidance on Record Book completion.

Meeting with the Principal

At the start of the visit, the reviewer holds an initial meeting with the principal and assistant principal(s) and/or other school leaders, at the discretion of the principal. During this meeting, the reviewer discusses the school's self-evaluation document with the principal and begins to gather evidence for each of the indicators using the questions in the Record Book as a guide. The principal may choose to provide the reviewer with a detailed breakdown of the most recent school performance data. The reviewer and the principal can then review, evaluate, and reflect on this data and the school's self-evaluation.

By the end of this initial meeting, the reviewer should have developed preliminary hypotheses, identified any specific areas to gather evidence, and modified the selection of classroom visits, teacher team meetings, and potential students for the small group meeting. It is important to provide the list of selected classes and students early in this meeting to ensure that the principal is able to notify staff as needed.

Classroom Visits and Discussions

Each classroom is visited for approximately 15-20 minutes. The Classroom Visitation Tool (see **Appendix E**) must be completed in its entirety for each classroom; it is an evidence-gathering document that focuses on three key areas:

- Instruction and engagement, as evident in teaching and student learning
- Student work
- Assessment for learning, as evident in teaching and student learning

Prior to visiting classrooms, reviewers *may* speak with the classroom teacher to gain context for the visit and to empower the teacher to articulate what is expected. The purpose of conversations with teachers prior to the classroom visit is to better understand the intentions for the lessons and how well students' needs are known. Discussions with teachers *may* occur at the discretion of the reviewer. If checking in with all visited teachers is not possible, the reviewer can document the context of and intentions for the lessons through other sources (principal, coach, written lesson plan, etc.). Guiding prompts for the exchange between reviewer and teacher include:

- What do you hope to accomplish at the end of this lesson?
- How will you know you have met your objective(s)?

The principal or teacher may want to highlight a particular structure or routines that s/he has implemented and classroom visits are an opportunity to do so. For example, one principal may be working on uniform routines across all classrooms, while another is more focused on pedagogical practices across classrooms.

The reviewer should engage in brief conversations with the principal about the classes observed. There is no expectation that teachers will receive direct feedback. Reviewers should look for the principal's vision of what should be happening in the classrooms, and observations should also relate to the following areas:

- Instruction and Engagement: How does the curriculum and instruction engage all the students in meaningful work?
- Student Work: What are the tasks you see students doing? How does the student work illustrate/document their understanding and achievement?
- Assessment for Learning: How do teachers and students use formative (classroom-based) assessments to inform their next instructional steps?

Reviewers use the following lens to examine academic rigor:

- Level of rigor of academic tasks (Webb's DOK and Hess' Cognitive Rigor Matrix inform this thinking)
- Level of rigor of classroom pedagogy
- Level of rigor evidenced in student habits and student work

The collection of evidence during classroom visits should be in the form of “data statements” or “low-inference observations.” In *Instructional Rounds (2009)*¹, the authors assert that description must come before analysis, analysis before prediction, and prediction before evaluation. In order for there to be agreement on the evaluation of a school (whether across reviewers or between reviewer, principal and/ or other school leaders, there must be an intentional effort to remain low on the ladder of inference (see **Appendix F**) when citing the supporting reasons for any decisions.

Review of Curricular and Other School Documentation

The Quality Review rubric has no stance on what curriculum a school has selected or developed; whether a school has purchased curriculum or is developing its own, the work of the 2015-2016 school year is ensuring that curricular materials are situated in a thoughtful trajectory of learning over the course of the year and are meeting the needs of students. The assessment of Quality Indicator 1.1 will focus on purposeful decision-making regarding a school’s curriculum implementation process, the effectiveness of planning to meet students’ needs, and the impact on student learning.

During the 2015-2016 school year, for the purposes of evaluating Quality Review indicator 1.1, reviewers and evaluators will request the following instructional/curricular documents:

- Lesson plans from classroom visitations conducted during the Quality Review
- Unit plans and culminating tasks that situate the lessons viewed during classroom visits
- Student work that is yielded from lesson plans
- Prior unit plans, culminating tasks and student work²

Please note:

According to new UFT contractual guidelines, curriculum is defined as:

- a) A list of content and topics*
- b) Scope and sequence; and*
- c) A list of what students are expected to know and be able to do after studying each topic*

Core Subjects are defined as follows: Math (including, but not limited to, Algebra and Geometry), Social Studies, English Language Arts, Science (including, but not limited to, General Science, Biology, Earth Science, Chemistry and Physics), Foreign Languages and other subject areas named by the DOE and shared with the UFT. It is understood that the DOE’s obligation to provide curriculum shall extend to Core courses that may be electives.

Article 8E of the collective bargaining agreement covering teachers shall be amended to add the following:

A “Unit Plan,” also known as a “Curriculum Unit,” means a brief plan, by and for the use of the teacher, describing a related series of lesson plans and shall include: (1) the topic/theme/duration; (2) essential question(s); (3) standard(s); (4) key student learning objectives;(5) sequence of key learning activities; (6) text(s) and materials to be used; and (7) assessment(s).

- *Unit plans should consist of (at minimum) a one page form agreed upon by UFT and DOE and may include multiple subjects within the one page form. Schools will not be required to provide copies other than the agreed upon Unit plan.*

¹ City, Elizabeth A., Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel. *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge: Harvard Education Press, 2009.

² Reviewers and evaluators can ask for unit plans/tasks implemented to date and will take time of the year that the visit takes place and the work underway in each school into consideration.

Meetings with School Groups

Small Student Group

The reviewer selects 4-6 students based on data provided for the review; students may also be selected from classes observed. This group of students should strategically reflect a range of student needs and performance. Students will be asked to discuss specific pieces of work, notebooks, or portfolios. In questioning, the reviewer should also address how students receive feedback about their work, how they know what their next learning steps are, the use of rubrics and other assessment tools, and how these support their learning.

Students who are frequently absent or those who have significant developmental delays making communication difficult can certainly be invited, but they should be considered *additional students* for the group.

Large Student Group (for schools with more than 1,500 students)

The reviewer selects at least half of the 10-12 students for the large group. This group should include students who are representative of the student population at the school; it should include students across genders, grade levels, and ethnicities at a variety of achievement levels. English language learners and students receiving special education services, including gifted and talented, should also be included. The group may include, if appropriate, a representative from student government and/or Honor Society and members of school athletic teams, clubs, and/or arts organizations.

In a discussion with this group, reviewers will assess students' understanding of and attitude towards schoolwork, in addition to perceptions about school culture. A key goal of the large student group meeting is to assess students' ability to speak reflectively about what they are learning and areas in which they are developing.

Reviewers can refer to the following areas when developing questions for student groups:

- Data from the school survey
- Assessment results
- Evidence gathered from other members of the school community, including administration, parents, and/or teachers

Meetings with the Teacher Teams

The reviewer will meet with teams of teachers. One of the meetings should consist of an observation of a team involved in inquiry that addresses the connection between student work and data and resulting teacher actions, including pedagogical or curricular modifications. The other team meeting will be an interview of teachers representing at least two teams. If the UFT chapter leader is not present in any of the teacher team meetings, the reviewer will hold a brief meeting (about 15 minutes) with the UFT representative. The reviewer, in collaboration with the principal, will select the teacher teams that will engage in a dialogue around the **impact** of collaborative inquiry on practice, sharing of evidence, and implications for student learning.

Teachers should be able to discuss how they use data to adjust instructional practices and strategies, plan for meeting student needs, and track student progress. For the subject/grade level teacher team meeting, the reviewer will observe the meeting for 15 -20 minutes and then pose questions to the team regarding what s/he observed and/or ask questions connected to other evidence requiring triangulation. During the other team meeting, the reviewer will conduct an interview with the teachers regarding the instructional core, school culture, and use of teacher teams for school improvement.

- In the case that teacher teams are typically meeting during the day of the school site visit, the reviewer will observe each teacher team engaged in a collaborative inquiry process and ask questions as needed. Time can also be allotted at the end of this meeting for questions and responses.
- In the case that teacher team meetings are not slated to occur, as per the school's internal schedule, the reviewer and principal can schedule a large group teacher meeting, or two smaller teacher group meetings, or one of each (there are 90 minutes total suggested to meet with teachers). The purpose will remain on capturing evidence regarding the effectiveness of teacher teams engaged in collaborative inquiry at the site.

Schools often request to provide additional teacher team meetings during the course of the review. In collaboration with the principal, reviewers may consider requests for additional teacher team meetings, such as a strategic group of teacher leaders and coaches to engage in focused conversations around curricula.

Please see [these resources](#) regarding teacher teams with additional questions.

Meeting with Parents

Ideally, this group would include 8-10 parents representing parents of students at various grade levels in the school. A cross-section of parents of general education students, special education students, English language learners, high performing students, and students of varied ethnicities is ideal. Parents new to the school as well as those with a long-standing relationship with the school would add additional balance. A representative from both the Parent Teacher Association (PTA) and the School Leadership Team (SLT) must be included.

The parent coordinator (PC) should not expect to participate in the parent meeting.

Meeting with the UFT Union Representative (if requested)

If the UFT representative was not present at one of the teacher team meetings, the reviewer will hold a brief meeting with him or her to discuss the quality of the systems and coherence of the school. The reviewer does not have a special set of questions for the union representative and the meeting should last approximately 15 minutes.

Debriefing with Administrator(s)

Suggested Mid-day Debrief: Protocol (15 minutes)

This meeting should consist of the reviewer and the principal. The assistant principal may be present at this meeting, 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.

The purpose of this meeting is to discuss noticings from classroom visits and the team meeting. This short period should be used to establish the lens for the rest of the classroom visits and discuss the principal's selections for the afternoon. In addition, the reviewer may take this opportunity to request certain documents pertinent to the review process to support ratings at the end of the day. A sample protocol is *suggested* below and *may* be used during the mid-day debrief.

Reviewer begins by providing a brief summary of the suggested 4-step protocol used for this debrief. (~3 minutes)

Step 1: Reviewer shares with school leadership what s/he heard and saw during the first portion of the day: the specific low-inference data statements of both strengths and areas for improvement. Reviewers can frame the discussion using: "*Today I saw/heard...*" (~3 minutes)

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. (~3 minutes)

Step 3: The reviewer may request additional documents to support the process and synthesis of information and findings. (~3 minutes)

Step 4: Based on feedback provided by the reviewer, the principal discusses their classroom selections and confirms schedule for the second portion of the review. (~3 minutes)

Suggested Final Debrief Protocol (15 minutes)

The reviewer, principal, and an assistant principal 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.

Reviewer begins by providing a brief summary of the 4-step protocol used for this debrief. (~3 minutes)

Step 1: Reviewer shares with school leadership what s/he heard and saw during the day: the specific low-inference data statements of both strengths and areas for improvement. “*Today I saw/heard...*” (~3 minutes)

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. (~3 minutes)

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. (~3 minutes)

Step 4: Reviewer informs leadership that s/he will have reflection time to review the gathered evidence in preparation for the final feedback conference. (~3 minutes)

Preparing for the Feedback Conference

Reviewer Reflection Time

At the end of the school visit, the reviewer takes time to reflect and finalize the ratings on the five formally assessed indicators. These ratings are based on the review of documentation and analysis of the first-hand evidence gathered during the school site visit. The reviewer summarizes the Areas of Celebration (AoC) and Areas of Focus (AoF) for the school in the Record Book as well as the Additional Findings. Throughout the review process, ongoing conversations with the principal will ensure that the ratings are not a surprise.

Guidance for preparation of the final feedback conference:

- Assign sub-indicator ratings to determine the overall rating for each indicator
- Determine one Area of Celebration (AoC) and one Area of Focus (AoF) from the five formally reported indicators that will be highlighted and shared publicly (highest

rated/lowest rated, levers for change, patterns of effective practices, gaps or inconsistencies across classrooms or grades).

- Complete the Preliminary Ratings Form
- Prepare notes that will inform verbal feedback; low and mid-inference evidence that supports the ratings for each of the five indicators

In addition to the above, please note that all reviewers are encouraged to call an OSQ director if they would like support regarding preliminary ratings and/or handling a potentially difficult situation. Additionally, reviewers must do the following before the feedback conference:

- **New reviewers must call in for their first two solo reviews to discuss their preliminary ratings and evidence.**
- **All reviewers must call in to discuss their findings if the school is receiving ratings of Underdeveloped or Well Developed in all five indicators.**

Guidance for the Selection of the Area of Celebration and Area of Focus

When selecting an Area of Celebration please consider the following:

- Is there one indicator out of the five formally reported indicators that stands out as the highest rated?
- If there is no one indicator out of the five formally reported indicators that is rated highest:
 - Is there an area among the highest rated indicators which, according to the principal and constituents, is an area of exceptional progress or positive change for the school?
 - Is there an area that validates what the principal has shared in terms of the school's strengths and accomplishments?
 - Is there an area which you have observed that has been a vital lever to accelerating the school's improvement?
 - Is there an area which has resulted in the school improving student achievement?

To determine an Area of Focus, please consider the following:

- Is there one indicator out of the five formally reported indicators that stands out as the lowest rated?
- If there is no one indicator out of the five formally reported indicators that is rated lowest:
 - Is there an indicator that stands out among the lowest rated that, according to the principal and constituents, is an area of lagging progress or needed change for the school?
 - Is there an area that validates what the principal has shared in terms of the school's next steps?
 - Is there an area that is a vital lever to accelerate the school's improvement?

There should be no contradictions between the ratings and the indicators selected as the AoC and AoF.

Feedback Conference Protocol

The last event in the formal Quality Review process is the 30 - 35 minute feedback conference between the reviewer and the principal.

The reviewer, principal, and upon principal's invitation, two to three key instructional leadership cabinet members and one representative of field or central support personnel (e.g., leadership coach/mentor, District/Borough staff, Affinity/partner organization staff member) may be present

at this meeting. The meeting may remain between just the reviewer and principal, at the discretion of the principal. If the reviewer and/or principal anticipate that the conference will be a difficult conversation, it is suggested that the reviewer and principal gather briefly before the final feedback conference to discuss concerns and participation.

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:

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

The reviewer then provides an overview of the feedback protocol. (~3 minutes)

Overview

- This feedback conference is the last event of the formal review process
- Reviewer will share preliminary ratings, an Area of Celebration, and an Area of Focus, as well as Additional Findings
- Principal will have an opportunity to respond, ask clarifying questions about the feedback, and present additional evidence.
- Reviewer will invite participants to present additional evidence
- Reviewer will take notes and accept the additional evidence/documents presented at this conference; the reviewer will consider all information but ratings will not be disputed here— additional evidence will be reviewed in the report writing stage, as appropriate
- Please note that these ratings are preliminary and will be finalized in the quality assurance process

Feedback Conference Protocol

Step 1: Starting with the Area of Celebration (AoC), the reviewer reads the description of the Quality Indicator exactly as it appears in the QR rubric. Then s/he shares observed trends in practices and supporting evidence to substantiate the rating. Next, the reviewer shares the preliminary rating s/he has determined for this indicator. (Ratings for individual sub-indicators that helped determine that indicator's ratings are not shared.) (~3 minutes)

The reviewer repeats this process for each of the three indicators that fall under Additional Findings, and ends with the Area of Focus (AoF). (~10 -12 minutes)

Step 2: The reviewer provides the principal and participants a copy of the Preliminary Ratings Form that contains the provisional rating of each indicator and identifies the selected AoC and AoF. (~2 minutes)

Step 3: The principal then takes a few minutes to respond to the reviewer's feedback, comment on supporting evidence, preliminary ratings, and selected Area of Celebration and Area of Focus and presents additional evidence that may not have been considered. The principal may also ask clarifying questions about what s/he heard the reviewer say. (~8 minutes)

Step 4: The reviewer may then invite other participants to respond or offer evidence they believe was not taken into consideration in the various indicator ratings. The reviewer states that the preliminary ratings will stand, and that any additional evidence presented will be documented in the Record Book and considered as the final ratings are determined during the report writing and quality assurance processes. (~5 minutes)

Step 5: The reviewer ends the meeting acknowledging commentary and participant feedback, and reminds the principal that a formal written report will be sent to the school 6-8 weeks. (~2 minutes)

Reviewers should provide verbal feedback *prior* to distributing the Preliminary Ratings Form. Reviewers should use the Feedback Conference section in the Record Book to record the main points about the feedback conference, including any notable agreement or disagreement among stakeholders.

If there are any anticipated concerns or questions about the preliminary feedback session, reviewers should contact the Office of School Quality.

After the Review

- Reviewers should note anything relevant that was said or done during the final feedback meeting on the Final Feedback page in the Record Book.
- They should also ensure that all sections of the Record Book have been completed according to the standards.
- Reviewers are reminded to retain the Record Book for up to one year following the publication of the QR report, as it may be needed by the Office of School Quality to respond to issues that arise during the quality assurance and/or appeals process. When discarding Record Books, please be sure to shred any sensitive identifying information such as SSNs or HR documents. Original school documents and artifacts are to be returned by the reviewer to the school following the publication of the QR report, as appropriate.

Stage 3: The Quality Review Report

After the Quality Review, reviewers write an evaluative report which assigns individual ratings to school practices that are aligned to each of the 5 formally assessed indicators found within the Quality Review rubric. One indicator is identified as an Area of Celebration (AoC), one as an Area of Focus (AoF), and three indicators are referenced as Additional Findings.

Structure of the 2015-2016 Quality Review Report

The Quality Review report is organized into five sections:

- 1) School Context - provides demographic data
- 2) School Quality Criteria - provides the ratings for the five formally assessed indicators and identifies an Area of Celebration (AoC) and an Area of Focus (AoF)
- 3) Area of Celebration - provides the findings, impact, and three to five bullets of supporting evidence which highlight an area in which the school does well to support student learning and achievement
- 4) Area of Focus - provides the findings, impact, and three to five bullets of supporting evidence which highlight an area the school should work on to support student learning and achievement
- 5) Additional School Quality Findings - provides the findings, impact, and three to five bullets of supporting evidence for each of the three remaining Quality Indicators

Within sections 3-5, each page shows the Quality Indicator and respective rating, followed by statements of *Findings*, *Impact*, and *Supporting Evidence* for the given rating.

These statements reflect evidence of the school's practices related to at least two of the three sub-indicators for each of the indicators reviewed and rated. The report will include examples of observed practices noting trends and gaps as appropriate.

Understanding Findings, Impact, and Supporting Evidence (FISE)

The discussion of each of the five Quality Indicators must include findings, impact, and supporting evidence (FISE) that align to the given Quality Indicator rating and address at least two of the three sub-indicators for the indicator.

The written report should reflect the following protocols and expectations:

Findings: Conclusions reached after the analysis of evidence from interviews, classroom visits, and school documents, aligned to at least two of the three sub-indicators and to the assigned rating. Findings should be captured in one or two sentences.

Here are two examples of findings for Quality Indicator 1.1 rated proficient:

- **Findings (two sentences):**
All curricula are aligned to Common Core Learning Standards. Higher-order skills are consistently emphasized for all learners across grades and content areas. (1.1a, b)
- **Findings (one sentence):**
All curricula are aligned to Common Core Learning Standards, and there is consistent emphasis on higher-order thinking skills across grades and subjects for all learners. (1.1a, b)

In these examples, both sub-indicators 1.1a and 1.1b are clearly referenced. The findings are aligned to the proficient language found in the Quality Review rubric.

Impact: The result of the practices stated in the findings as they relate to student achievement, teacher practice, cognitive engagement, participation, ownership of learning, etc. The impact statement contains mid-level inferences and aligns to the given rating for the selected sub-indicators as well as appropriate rubric language.

Given the findings presented in the above examples, here are examples of impact:

- **Impact (two sentences)**
The school's curricular decisions build coherence and promote college and career readiness for all learners. Academic tasks require student thinking across grades and subjects.
- **Impact (one sentence)**
The school's curricular decisions build coherence and promote college and career readiness for all learners via rigorous academic tasks that require students' thinking across grades and subjects.

In this instance, curricular coherence and the promotion of college and career readiness are the results (impact) of school leaders and faculty ensuring that curricula are aligned to Common Core Learning Standards and reflect emphasis on higher-order thinking skills (findings).

Supporting Evidence: Supporting evidence for indicator ratings is gathered during the review and is used to illustrate the reviewer's findings and related impact statements. Three to five pieces of supporting evidence must be written for each Quality Indicator with specific reference to at least two of the three sub-indicators. The evidence must address all of the elements noted within the QR rubric that substantiate the given rating and highlight site-specific observations, examples of practices, and school-wide trends that strongly support both the stated findings and the impact related to the sub-indicators. Relevant and current quantitative/qualitative data should be referenced when appropriate.

Note: It is insufficient to simply list practices (e.g., names of common assessments used). The relevance of the evidence to the findings or impact should be explained (e.g., how the named common assessments were used to determine progress towards grade level goals).

Examples: Here are examples of supporting evidence that illustrate the findings and impact cited for Quality Indicator 1.1.

Supporting Evidence – 1.1 as Area of Celebration (AoC), rated Proficient

- Reading/writing and content area units of study integrate the Common Core Learning Standards and instructional shifts across content areas, including tiered-academic vocabulary, fluency, multi-step problem solving, argumentative writing, and text-based responses.
- Curriculum maps show that the school uses sample tasks from Engage NY, the New York City Department of Education (NYCDOE) Common Core Library, and the New York City Science and Social Studies Scope and Sequence, creating rigorous academic tasks.
- Unit plans in all content areas illustrate multiple designs of academic tasks, with numerous scaffolds, and entry points for all students. For example, science lesson plans show use of visual aids, assorted graphic organizers, and leveled texts.
- Lesson plans in all content areas include a menu of strategies for students to choose from in completing academic tasks that require higher-order thinking. Menus include use of transitional phrases, discussion prompts, and cause and effect cues.

In these examples of supporting evidence, both sub-indicators 1.1a and 1.1b are illustrated with school specific-evidence. The evidence is aligned to the findings, impact, and proficient rating.

FISE for 1.2 as Area of Focus (AoF), rated Proficient

For the indicator chosen as an AoF, the reviewer should state the findings and/or impact in terms of what is not yet in place, describing the gap between the current rating and the next level of practice.

The findings and impact for 1.2b and 1.2c as an AoF, rated proficient, might be stated as follows:

Findings: While pedagogy provides consistent instructional supports, and questioning and discussion techniques, practices are not anchored in entry points and extensions that foster deep reasoning in student work products. (1.2 b, c)

Impact: Teaching strategies are not yet purposefully designed to offer high-quality supports and extensions that afford students opportunities to take ownership of their learning and producing meaningful work products that reflect mastery of learning.

Supporting Evidence:

- During a math lesson, in a grade six integrated co-teaching class, students comparing fractions engaged in a variety of activities that included small group instruction, interactive SMARTboard fraction tiles and various math manipulatives.
- In all classrooms visited, students participated in class discussions by responding to teacher-generated questions, yet there were no opportunities for students to question one another and problem-solve with peers.
- Conversations with students indicated that student groups were not flexible and fluid and scaffolds were mainly graphic organizers.

In the examples of FISE shown above for the indicator as an Area of Focus, some of the evidence describes what exists but also points to what is lacking. Thus the evidence explains the gap between the proficient rating and the next level of practice. Additionally, the supporting evidence is aligned to the findings, impact, and proficient rating and both sub-indicators 1.2b and 1.2c are illustrated with school specific-evidence.

Please refer to **Appendix H** for additional guidance on crafting FISE statements.

Quality Review Report Standards

In using the FISE writing framework, reviewers are expected to craft bulleted statements that go far beyond merely describing a practice by evaluating the outcome of the practice on continued school improvement. To that end, all reports must meet the following standards as found in the Quality Assurance rubric (see **Appendix I**):

	Quality Review (QR) Report Standards
<p><u>Alignment to the Rubric</u></p> <p><i>(How well do Findings, Impacts, and Supporting Evidence align to the rubric language and rating?)</i></p>	<p><i>The reporting on each formally reported Quality Indicator reflects:</i></p> <ul style="list-style-type: none"> • Language that aligns Findings, Impact, and Supporting Evidence (FISE) with the rating for each indicator • Findings, Impact, and Supporting Evidence that aligns to the rubric language for each indicator and sub-indicator
<p><u>Report Content</u></p> <p><i>(How well does the report capture the practices of the school?)</i></p>	<p><i>Discussions of Quality Indicators include:</i></p> <ul style="list-style-type: none"> • FISE that address all of the selected sub-indicators • Impact statements that reflect mid-level inferences related to each of the sub-indicators chosen • Three to five bullets with site-specific Supporting Evidence illustrating practices relevant to the Finding(s) and Impacts for each sub-indicator selected • Statements that address the specific outcomes of practices (go beyond a description /listing of practices) • FISE that do not contradict each other across the report
<p><u>Compliance</u></p> <p><i>(How well does the report follow format and style protocols?)</i></p>	<p><i>The report draft:</i></p> <ul style="list-style-type: none"> • Evaluates and rates the five formally reported indicators • Cites one indicator as an Area of Celebration (AoC) • Cites one indicator as an Area of Focus (AoF) • Does not make recommendations in stating the AoF • Follows the DOE / house style guide (i.e., capitalization, abbreviations, acronyms, correct grammar etc.) • Utilizes the correct report template and formatting requirements, including the one page limit per indicator

Format Requirements:

- The front cover page should be completed and include the name of the school, principal, reviewer, borough number, and the date of the review.
- The footer should be completed and include the name of the school, borough number, and the date of the review.
- The discussion of each of the five formally reported Quality Indicators should not exceed one page. The document is single spaced. Line spaces separate the findings, impact, and each of the supporting evidence bullets. **Note:** The report template will help to ensure these sections are included and formatted correctly. The report template can be accessed on the Quality Review website: <http://schools.nyc.gov/Accountability/tools/review/default.htm>

- Findings should be labelled with the correct number and letter that correspond to each of the two chosen sub-indicators on the QR rubric. The Quality Indicator number and sub-indicator letters should appear in brackets at the end of the Findings statement(s). For example: ... strategically use quality supports and extensions. (1.2 a, b)

Writing Mechanics:

- All content should conform to the style guide (see **Appendix G**).
- The glossary should be consulted for appropriate abbreviations, acronyms, terminology, capitals, and hyphens.
- Reviewers should use spell-check before submitting report drafts.

Submission Requirements for Quality Review Reports

The First Draft Report

- Reviewers are expected to post the first draft on Salesforce **within ten calendar days** of the date of the review. For example, if the review was on Tuesday, December 2, the reviewer must post his or her draft by the following Friday, December 12.
- The first draft of the report is to be titled as follows: 33X333 - First Draft.
- The reviewer should ensure that the first draft is as accurate as possible; the style, content, and format should align with the requirements and protocols outlined in this document.

The Second Draft Report

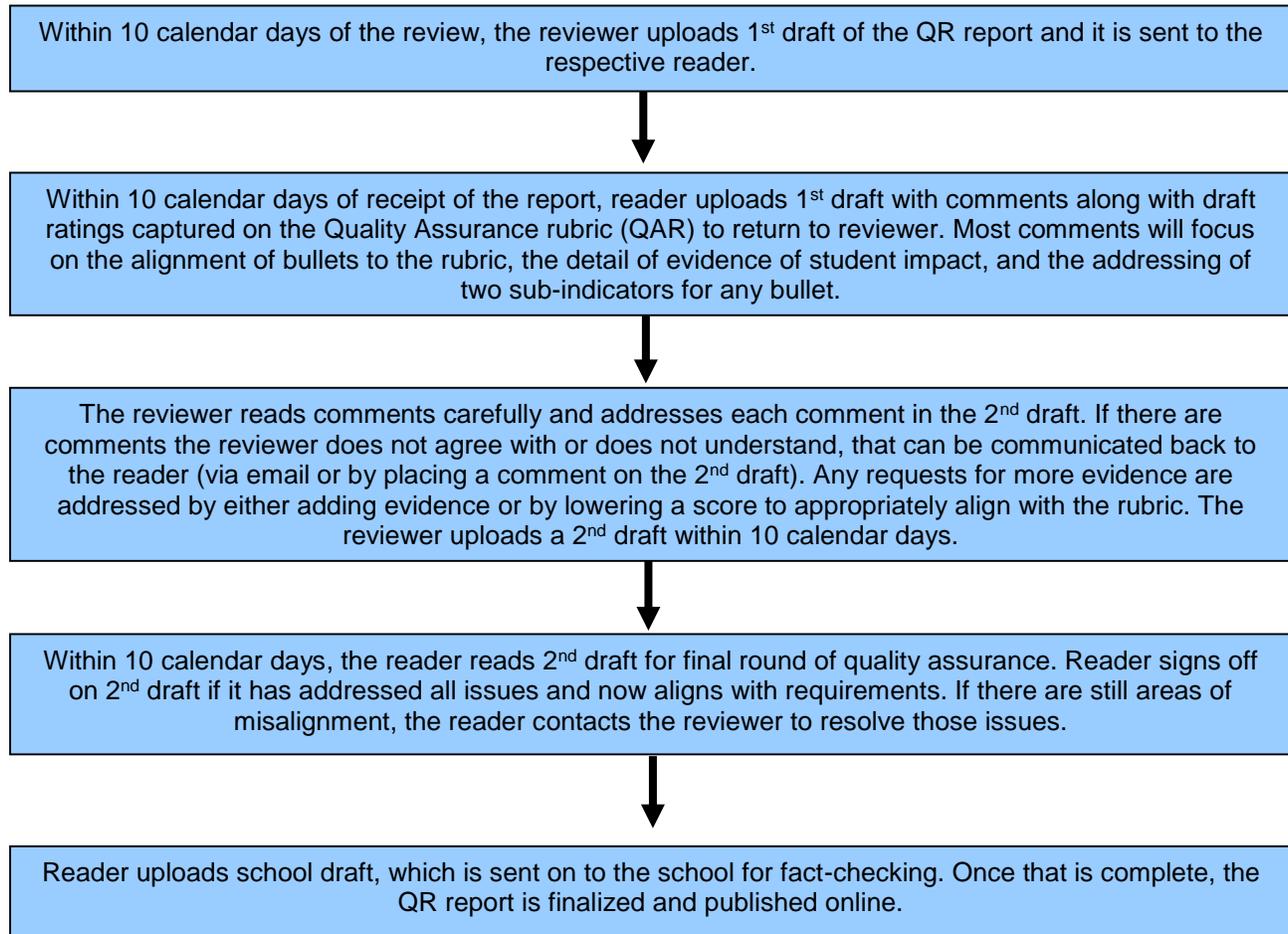
- The reviewer is expected to submit the second draft **within ten calendar days** of the date of his or her receipt of the reader's feedback.
- Based on the feedback received, the reviewer is expected to revise the first draft, incorporating edits, additions, and deletions to bring the report into compliance.
- The second draft of the report is to be titled as follows: 33X333 - Second Draft.

Rating Changes during the Report Writing or the Quality Assurance Read Process:

If the reviewer lowers the rating of an indicator during the report writing process (i.e., the reviewer notices s/he does not have sufficient supporting evidence and impact to sustain the preliminary rating for that indicator as reported to the school), s/he must contact the principal and share the new rating and rationale for this change. If the rating is lowered as a result of the QAR process, based on reader feedback around alignment, content, or evidence, the school will be notified of the change by the Office of School Quality.

Quality Assurance Reading

All reports go through a rigorous quality assurance process as outlined below. The process is designed to ensure alignment of the report with the rubric content and rating, in addition to ensuring that ample evidence for findings is evident. In addition, the reader looks for any contradictions within the report.



All reports will be uploaded to Salesforce (<http://login.salesforce.com>) by reviewers. See **Appendix J** for a step-by-step guide.

Stage 4: Verification Process

Prior to publication of the final report online, the principal has the opportunity to correct any factual inaccuracies through a report verification process. The principal may also contend the rating of specific indicators with rubric aligned evidence and proof of impact. In both cases, the Office of School Quality will work towards resolving these concerns.

If additional information is needed during the verification and/or appeals process, a member of the Office of School Quality will reach out to the reviewer. Since the Record Book is a vital document in supporting the QR report and plays an important role in the appeal process, reviewers should retain the Record Book for up to one year following the publication of the QR report, as it may be needed by the Office of School Quality to respond to issues that arise during the quality assurance and/or appeals process.

Stage 5: The Appeal Process (if applicable)

The quality assurance process is designed to ensure that Quality Review reports are rooted in the rubric, factually accurate, and reflect the evidence gathered during the review with fidelity. Since each report undergoes a rigorous, multi-step process, it is expected that appeals will be rare. Once initiated, however, each appeal will be carefully considered by the Office of School Quality.

A principal may appeal the rating of any Quality Indicator included in the school draft of the Quality Review report. An appeal is opened when a principal submits this Appeal Request Form. Appeal requests should be submitted within ten (10) work days of the date of receipt of the school draft of the Quality Review report, along with evidence that supports the appeal, to the Office of School Quality program associate who sent the Quality Review draft report to the principal. Evidence submitted should not include evidence that was already presented to the reviewer during the school site visit.

Once an appeal is formally submitted, the reviewer will receive an email from their program associate requesting that their Record Book be emailed or delivered so that it can be used in the appeal process. The director facilitating the appeal review will reach out to the reviewer to ask clarifying questions regarding the Quality Review, the draft report, and the evidence captured in the Record Book as needed.

2015–2016 Quality Review School Quality Expectations

Throughout the year, Quality Review directors collect “look fors” from reviewers and vet them to create a set of expectations for what a rating of Well Developed entails for a given Quality Indicator. The goal of these expectations is to foster a common understanding of practices aligned to that rating. Below are examples of expectations aligned to a rating of Well Developed on selected Quality Indicators.

Quality Indicator 1.1

To be Well Developed, it is expected that:

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

- Curricula and tasks, across grades and subjects, challenge all students, including English Language Learners and students with disabilities, to think critically; instruction provides scaffolds to ensure students can demonstrate their thinking through the work products they are asked to create. (b)
- School leaders and teachers provide a data-based rationale that identifies areas of growth or achievement gaps for all students, including English Language Learners and students with disabilities and other subgroups, and explain how curricula and academic tasks are planned and refined accordingly so that all students access curricula and tasks and are cognitively engaged at a level consistent with the academic expectations for that grade-level or beyond. (c)
- Curricula and academic tasks are designed to engage students, advance them through the content, and assess their understanding as evidenced by their work products. (c)

Quality Indicator 1.2

To be Well Developed, it is expected that:

- Across a preponderance of classrooms, teacher practices consistently reflect and support school wide beliefs about how students learn best; teachers and administrators can articulate how those beliefs are informed by the Danielson *Framework for Teaching*, aligned to curricula, and shaped by teacher team and faculty input. (a)
- Instruction, outcomes, strategies, and learning activities are derived from standards-based curricula and reflect school leadership's espoused beliefs about optimal student learning situations; beliefs are influenced by the priorities of the Danielson *Framework for Teaching* and Common Core Standards instructional shifts. (a)
- Instructional student groups are organized thoughtfully and are varied as appropriate; they build on student strengths and incorporate student choice as appropriate to maximize learning. Plans for lessons or units are well-structured, with appropriate pacing and time allocations. (b)
- Lessons and teaching documents represent deep content knowledge, understanding of diverse students' linguistic differences and other needs, and available resources (including technology), resulting in a series of learning activities that engage students in high-level cognitive activity. The lesson and unit structure is clear, allows for different pathways to understanding according to diverse student needs. (b)
- Teachers can explain how particular teaching strategies and instructional tasks address the needs of individual students and sub-groups (English Language Learners and students with disabilities, lowest third, and highest performers), by articulating how the task is designed and/or identifying examples of ways student learning is supported or extended. (b)
- Teaching practices leverage strategies such as inquiry, project-based and collaborative learning, questioning, and discussions that promote high levels of thinking. Strategic use of scaffolding techniques (modeling, needs-based grouping, activating prior knowledge, effective use of graphic organizers, visuals, imagery, and technology, building academic vocabulary, etc. --all of which may be in the student's native language or in English) provides multiple entry points to lessons and tasks for all learners including English Language Learners and students with disabilities. (b)
- Across classrooms, teachers strategically use scaffolds, questioning, opportunities for choice and other teaching practices to create a variety of ways for students to access the content, learning project, or task, be supported in learning or extend it to different possible endpoints so that all students show mastery of the learning objectives and corresponding standards. (b)
- Teachers across classrooms provide students with challenging learning tasks that require them to use critical thinking, analysis, and problem solving; tasks encourage inquiry, collaboration, and ownership among students. (b, c)

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

Quality Indicator 2.2

To be Well Developed, it is expected that:

- Teachers and administrators articulate coherent reasons for assessment choices; assessments are aligned to Common Core Standards and/or content standards in the curriculum. These choices deliver a range of data, some daily, some monthly, and some quarterly, to sustain collaborative inquiry and continuously improve instruction. (a)
- Teachers collaborate on designing and/or modifying common grade-wide, curriculum-aligned assessments, rubrics, and grading policies that are customized to address data-defined student and sub-group needs. These tools are used by teachers and administrators to track progress towards goals across grades and subject areas and make instructional decisions. (a, b)
- A variety of feedback to students, from both teachers and peers, is accurate, specific and timely - advancing learning. (a, c)
- Teachers in teams determine important topics to assess with common formative assessments. Teachers effectively “unpack” the standards and analyze the instructional shifts for those topics to pinpoint concepts and skills students need to know and be able to do. The validity and reliability of school level assessments are ensured through the consistent, collaborative structures for norming and interpretation of evidence used to evaluate student performance. (b)
- Teacher teams agree on learning goals and benchmark performances for units, tasks, and courses prior to designing or using formative assessments to measure student mastery of the goals. (b)
- Teachers and teams effectively analyze data to glean information about students’ progress and learning needs relative to the learning goals. (b)
- Teachers accurately identify specific instructional responses to the data, which might include re-teaching content, changing instructional approaches to meet the needs of all students and/or developing more challenging tasks/units. Adjustments to lessons/tasks are effective and teachers can explicitly cite the impact of their instructional responses/adjustments. (b, c)
- Assessment criteria are clearly written, students are aware of and able to articulate it, and there is evidence that students have helped establish the assessment criteria according to teacher-specified learning objectives. (b, c)
- All learning outcomes have a method for assessment; assessment types match learning expectations and are authentic with real-world applications as appropriate. Plans indicate student choice in assessments, student participation in the design of assessments for their own work, and modified assessments for some students as needed. (c)
- Students are actively involved in collecting information from assessments; they provide input. (c)

- Teacher monitoring of student understanding during lessons is visibly active and continuous: The teacher is constantly “taking the pulse” of the class and makes frequent use of strategies (e.g., cold call, questioning for explanation, stop and jot prompts, parking lot, double entry journals, exit slips, etc.) to elicit information about individual student understanding and trends. (c)
- Students consistently self/peer-assess against the assessment criteria (rubrics) and monitor their own understanding and progress either by taking initiative or as a result of tasks set by the teacher. Students are aware of their next learning steps. (c)

Quality Indicator 3.4

To be Well Developed, it is expected that:

- School leaders create elevated level of expectations for all staff, which is evidenced throughout the community through verbal and written structures (e.g., new teacher orientations, ongoing workshops, staff handbook, school website, etc.) which emulate a culture where accountability is reciprocal between all constituents. (a)
- The school has clearly defined standards for professional development (including professional development plans that incorporate staff input) and classroom practices embedding elements of the Danielson *Framework for Teaching* which ensure that learning for all stakeholders consistently reflects high expectations. (a)
- School leaders and other staff members work as a team in study groups, planning sessions, and other professional development modes, establishing a culture of professionalism which results in a high level of success in teaching and learning across the school. (a)
- Staff members implement effective strategies for communicating high expectations (e.g., tasks encouraging inquiry, collaboration, and ownership) which are clearly connected to college and career readiness so that all students are challenged to meet or exceed those expectations. (b)
- The school orchestrates ongoing events and creates multiple opportunities to partner with and engage families in learning, fostering their participation in a culture of high expectations connected to college and career readiness and offering them feedback on their children’s progress towards meeting those expectations. (b)
- The school provides ongoing, clear lines of verbal and written communication (e.g., online progress reports, parent/teacher conferences, parent informational sessions and workshops, parent handbook, student handbook, student led conferences, etc.) with families to deepen their understanding of college and career readiness expectations for their children and empower them to help support their children in meeting or exceeding those expectations. (b)
- Teachers and other staff have a set of clear, systematic structures (e.g., advisory, guidance, college counseling, etc.) for articulating high expectations and sharing information with students, leading to student progress towards mastery of Common Core Standards and college and career readiness expectations. (c)
- Staff members have instituted a culture for learning that provides all students, especially those in high-need subgroups, with focused, effective feedback, including clear next steps which determine student accountability for learning goals and expectations and prepare them for their next grade while ensuring their ownership of the learning process. (c)

Quality Indicator 4.2

To be Well Developed, it is expected that:

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

Sources:

- Ainsworth, L., & Viegut, D. (2006). *Common formative assessments: How to connect standards-based instruction and assessment*.
- Schmidt, W., Hsing C., & McKnight, C. (2005). *Curriculum coherence: an examination of US mathematics and science content standards from an international perspective*.
- Stiggins, R. J., Arter, J., Chappuis J., & Chappuis, S. (2004). *Classroom assessment for student learning: Doing it right, using it well*.

Appendix B: Quality Review Reporting Guidelines

Rating

In 2015-2016, Quality Reviews will not culminate in an overall rating. Evidence gathered for the five Quality Indicators (1.1, 1.2, 2.2, 3.4, and 4.2) will be reported and rated based on the following:

Rating Categories
Well Developed
Proficient
Developing
Underdeveloped

The Quality Review report is organized into five sections:

- 1) School Context - provides demographic data
- 2) School Quality Criteria - provides the ratings for the five formally reported indicators and identifies an Area of Celebration (AoC) and an Area of Focus (AoF)
- 3) Area of Celebration - provides the findings, impact, and three to five bullets of supporting evidence which highlight an area in which the school does well to support student learning and achievement
- 4) Area of Focus - provides the findings, impact, and three to five bullets of supporting evidence which highlight an area in which the school should work on to support student learning and achievement
- 5) Additional School Quality Findings - provides the findings, impact, and three to five bullets of supporting evidence for each of the three remaining Quality Indicators

All five Quality Indicators, including the Area of Celebration and Area of Focus, will have statements indicating findings, impact, and supporting evidence for each indicator and will reference at least two sub-indicators of the selected indicator.

Appendix C: Initial Communication with Principal

For schools with fewer than 1,500 students

Dear Principal _____,

I will be conducting the Quality Review at your school on _____. I am very much looking forward to visiting your school. I am reaching out to you now to give us plenty of time to prepare.

Thank you for submitting your SSEF. Please develop an initial schedule in preparation for the review and e-mail it to me by _____. It is likely that adjustments will be made to the schedule and I would like to give us a chance to discuss them. I will also need a copy of your bell schedule, organizational sheet, and preparation schedule.

When developing the initial schedule, please include the following events:

- A meeting with you, for about 60-90 minutes at the start of the day
- Two teacher team meetings, one 30-45 minute meeting to observe and interview a teacher team, and a second 20-30 minute meeting to facilitate a Q & A with teachers from at least two teams. The UFT chapter leader should be invited to the teacher team meeting that is a Q & A, unless the UFT chapter leader is a member of the teacher team that is being observed.
- A meeting with approximately 4-6 students to review their best work. I will provide you the names of these students on the day of the meeting.
- A meeting with 8-10 parents of your choice, including your Parent Association President and at least one other SLT parent if possible, for approximately 30 minutes.
- 7-9 class visits for 15-20 minutes per visit. I will choose the morning classes and you will choose the afternoon classes to visit. During classroom visits I would like to observe a full range of grades and subjects, across both tenured and untenured staff.
- One half hour for a document review for the reviewer
- One hour for reviewer reflection before the feedback meeting
- The remainder of the time will be used for further discussions with you and others to cover all aspects of the review.

I recommend that you visit the Quality Review website for any additional resources you may need. You can access the Quality Review website by clicking [here](#). I have also attached a copy of the Principal's Guide for your reference.

I have included a sample schedule below for the visit. It will need to be adjusted to fit your school schedule and the availability of school community members for the required meetings. The order of events is just an example and not a required flow of the day.

Sample Quality Review schedule for a school with fewer than 1,500 students

Time	Schedule	Notes
60 – 90 minutes	Meeting with leadership	May include members of leadership cabinet
60 – 90 minutes	Classroom visits (4-6)	AP of Instruction may join; Reviewer selected
30 – 45 minutes	Teacher team meeting: Observation	Teacher team meeting observed for 15-20 minutes followed by a Q & A <i>If the school cannot accommodate a team for logistical reasons, this meeting can be used for a Q & A with teachers representing at least two teams.</i>
30 – 45 minutes	Reviewer reflection and document review (lunch)	
15 minutes	Mid-day debrief with leadership	Document request Discuss 2 nd round classroom visits
30 – 45 minutes	Meeting with students (4-6 students)	Discussion and review of work products Two students selected by school
20 – 30 minutes	Teacher team meeting: Q & A	Q & A with teachers representing at least two teams selected in collaboration with principal <i>UFT chapter leader should be invited*</i>

60 – 90 minutes	Classroom visits (3)	School selected
30 – 45 minutes	Parent meeting (8-10 parents)	
15 minutes	Final debrief with leadership	Share final noticings from the day
45 – 60 minutes	Reviewer reflection and document review	Rate the five Quality Indicators Select Area of Celebration (AoC) and Area of Focus (AoF)
30 – 35 minutes	Feedback conference	Principal may invite key stakeholders

The actual sequence of events will be determined by the reviewer and the principal during the Pre-QR phone conference. The time allocations noted above are recommendations, but can be negotiated based on the school's schedule.

**The UFT chapter leader should be invited to the teacher team meeting that is a Q & A, unless the UFT chapter leader is a member of the teacher team that is being observed. As an alternative, the reviewer, in consultation with the principal, may schedule a meeting with the UFT chapter leader for approximately 15 minutes.*

After you have sent the documents requested above, I would like to find a time to speak with you early next week, perhaps sometime on _____ morning or afternoon. Please let me know your availability as well as a number where you can be reached.

If you feel that you need additional information regarding the review or if you have any questions regarding the process, please feel free to contact me.

I look forward to working with you.

*Sincerely,
Reviewer*

For schools with 1,500 students or more

Dear Principal _____,

I will be the lead reviewer conducting the Quality Review at your school on _____. I am looking forward to visiting your school. I am reaching out to you now to give us plenty of time to prepare.

Since your student population is composed of more than 1,500 students, _____ will join me on this day as an associate reviewer and is copied on this email.

Thank you for submitting your SSEF. Please develop an initial schedule in preparation for the review and email it to me by _____. It is likely that adjustments will be made to the schedule and I would like to give us an opportunity to discuss them. I will also need a copy of your bell schedule, organizational sheet and preparation schedule.

When developing the initial schedule, please include the following events:

- A meeting with you, for about 90 minutes at the start of the day
- Two teacher team meetings, one 30-45 minute meeting to observe and interview a teacher team, and a second 20-30 minute meeting to facilitate a Q & A with teachers from at least two teams. The UFT chapter leader should be invited to the teacher team meeting that is a Q & A, unless the UFT chapter leader is a member of the teacher Team that is being observed.
- A meeting with 10 to 12 students for approximately 30 minutes. I will choose up to 10 students for this group and there will be flexibility of choice for the remaining two.
- A meeting with approximately 4 to 6 students to review their best work. I will provide you the names of these students on the day of the meeting.
- A meeting with 8 to 10 parents of your choice, including your Parent Association President and at least one other SLT parent if possible, for approximately 30 minutes.
- Approximately 12 class visits for 15-20 minutes per visit. I will choose the morning classes and you will choose up to 3 classes to visit in the afternoon. During classroom visits I would like to observe a full range of grades and subjects, across both tenured and untenured staff.
- One half hour for document review for the reviewer
- One hour for reviewer reflection before the feedback meeting
- The remainder of the time will be used for the final feedback conference.

I recommend that you visit the Quality Review website for any additional resources you may need. You can access the Quality Review website by clicking [here](#). I have also attached a copy of the Principal's Guide for your reference.

I have included a sample schedule below for the visit. It will need to be adjusted to fit your school schedule and the availability of school community members for the required meetings. The order of events is just an example and not a required flow of the day.

II. Sample Schedule for a school with more than 1,500 students

Schools with more than 1,500 students will experience Quality Reviews facilitated by two reviewers.

Time	Lead Reviewer (LR)	Co-Reviewer (CR)	Notes
60 – 90 minutes	Meeting with leadership		May include members of leadership cabinet
30 – 45 minutes	Classroom visits (2) (w/ principal, AP and both reviewers)		Initial joint observation & debrief are done for norming, Reviewer selected
5 – 10 minutes	Class visit debrief norming (w/ principal, AP and both reviewers)		
45 – 60 minutes	Classroom visits (3) w/ principal	Classroom visits (3) w/ AP	Reviewer selected
10 minutes	Classroom visit debrief	Classroom visit debrief	
45 – 60 minutes	Teacher team meeting: Observation	Document review	Teacher team meeting observed for 15-20 minutes followed by a Q & A If the school cannot accommodate a team for logistical reasons, this meeting can be

			<i>used for a Q & A with teachers representing at least two teams.</i>
30 minutes	Reviewer reflection and document review (lunch)		
30 minutes	Mid-day debrief with leadership <i>(w/ principal, AP, and both reviewers)</i>		Document Request Discuss 2 nd round classroom visits
30 – 45 minutes	Meeting with students: Small group (4-6 students)	Meeting with students: Large group (10-12 students)	Can be merged into one student meeting of 6-8 students, two from each group selected by school
30 minutes	Teacher team meeting: Q & A	Document review	Q & A with teachers representing at least two teams selected in collaboration with principal <i>UFT chapter leader should be invited*</i>
30 – 45 minutes	Classroom visits (3) w/ principal (school selected)	Classroom visits (3) w/ AP (reviewer selected)	
10 – 15 minutes	Classroom visit debrief	Classroom visit debrief	
30 – 45 minutes	Parent meeting (8-10 parents)	Document review	
15 minutes	Final debrief with leadership <i>(w/ principal, AP, and both reviewers)</i>		
30 minutes	Reviewer reflection and document review		Rate the five Quality Indicators Select Area of Celebration (AoC) and Area of Focus (AoF)
30 – 35 minutes	Feedback conference		Principal may invite key stakeholders

The actual sequence of events will be determined by the reviewer and the principal during the Pre-QR phone conference. The time allocations noted above are recommendations, but can be negotiated based on the school's schedule.

**The UFT chapter leader should be invited to the teacher team meeting that is a Q & A, unless the UFT chapter leader is a member of the teacher team that is being observed. As an alternative, the reviewer, in consultation with the principal, may schedule a meeting with the UFT chapter leader for approximately 15 minutes.*

After you have sent the documents requested above, I would like to find a time to speak with you early next week, perhaps sometime on _____ morning or afternoon, after you have sent the documents requested above. Please let me know your availability as well as a number where you can be reached.

If you feel that you need additional information regarding the review or if you have any questions regarding the process, please contact me.

I look forward to working with you,

*Sincerely,
Reviewer*

Appendix D: *Guidance for Completing the Record Book*

The Record Book, School Survey, School Profile, and Self-Evaluation Form provide the evidence base for the review. Therefore, the Record Book should contain notes, emerging findings, and data trails that find reasons and explanations for the final judgments. At the end of the review, quality assurance procedures should be able to track judgments from preparation through the Record Book to the report. If it is not in the Record Book, it should not be in the report.

It is important for handwriting to be legible. Reviewers must keep in mind that their Record Book may need to be submitted in the case of an appeal. The integrity of the appeal process is impacted by the OSQ director's ability to comprehend the findings of the reviewer.

After reviewing all of the documents/data trails, identify key questions. These will help guide conversations and enable the gathering of evidence for the quality indicators. Try to add questions at the top of the classroom visitation notes as well to help focus observations and analysis. The accurate collection of evidence should capture relevant information for all Quality Indicators, and inform decisions around the ratings of the five formally reported Quality Indicators.

Though the 2015-2016 Quality Review report will formally report of five Quality Indicators, it is expected that reviewers will gather evidence from all ten Quality Indicators. Please record low-inference data statements as often as possible to inform evaluations. A list of examples is useful but it is the impact of these that is more important. ***Please add evaluative comments and emerging hypotheses and judgments in the relevant integrated summary and overall evaluation boxes.*** It is sometimes useful to add a "This is what it's looking like" sentence at the top or bottom of the relevant page in the Record Book. Be prepared to share these comments with the principal subsequent to document reviews, classroom visits, and as you debrief and norm with leadership throughout the day. Also, ensure to record notes from these conversations in the Record Book.

Whenever anything in the SSEF is confirmed, make a note in the relevant section in the Record Book and reference it. For example, "The school's evaluation on page 5 that teaching is most effective in Grade 2 is supported through classroom observations and school site tour." The Additional Evidence section can be used for this if necessary.

Please make sure all of the boxes in the Record Book have a detailed entry. Relevant information should be noted for each sub-indicator of the five Quality Indicators. This information will strengthen your findings, impact, and supporting evidence.

When noting observations for the teacher, student, and parent meetings and for classroom observations, it is useful to annotate with indicator/sub-indicator numbers to which the entry applies. This enables you to identify gaps and/or strengths and areas for improvement.

Include some noteworthy, relevant quotes to highlight site-specific evidence particular to the school.

Please remember to use the rubric before, during, and at the end of the review to inform and calibrate judgments. If necessary, refer to the rubric language in your evaluative comments.

It is extremely important to log all questions and comments by school leaders/staff during the interim and final feedback conference. Please record the dialogue on the final feedback pages of the Record Book or on a separate page, if necessary.

Other classroom noticings (e.g., student work, teacher/student comments)

Summary notes and questions:

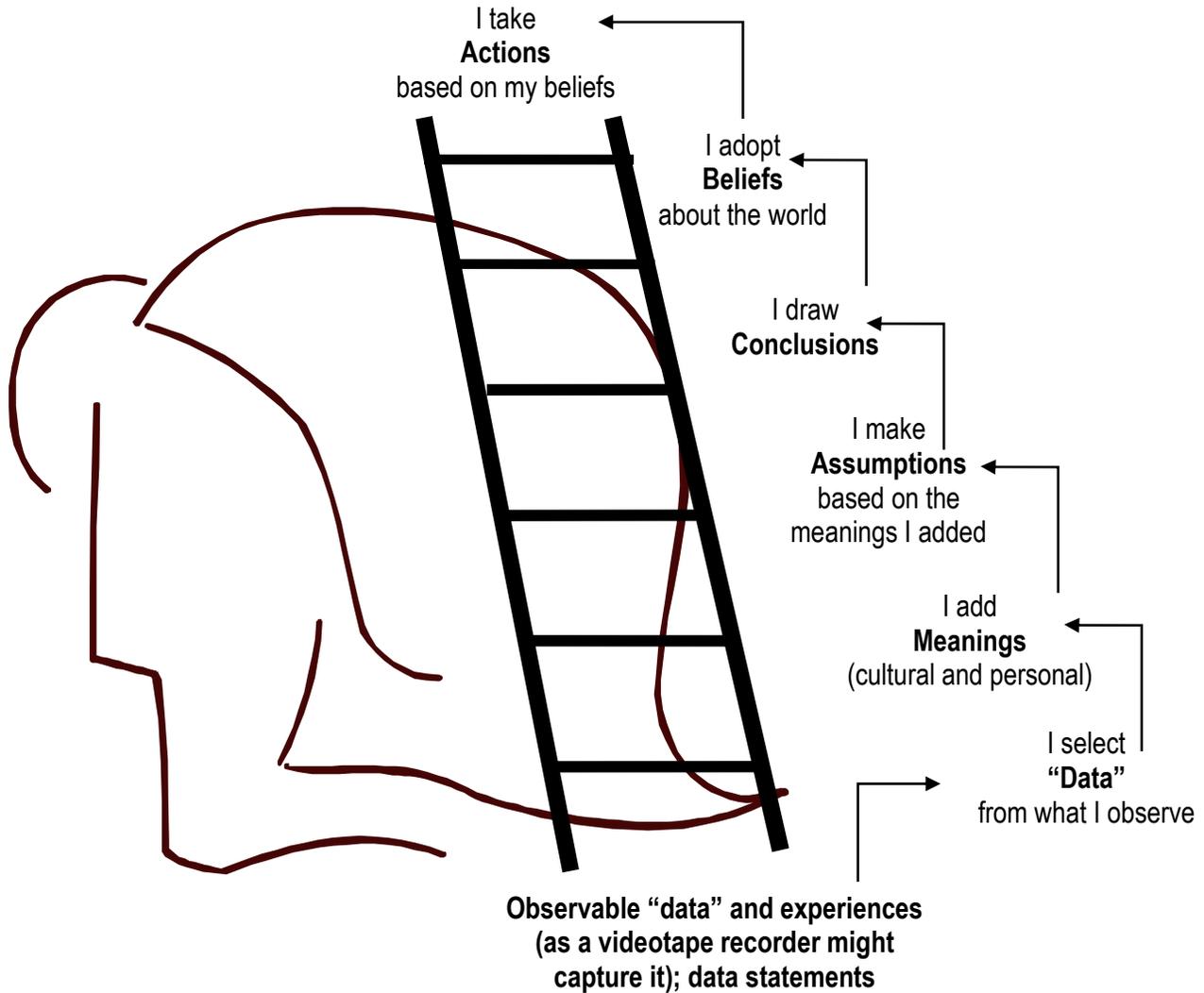
Notes from debrief with administrator:

*You may pose and consider the following questions during the debrief: What is the evidence of school-wide beliefs?
What are the strengths and areas of improvement for the lesson? What feedback would you give this teacher?
How have you been supporting this teacher?*

Highlights and promising practices observed, including the arts and technology:

Appendix F: Low Inference Observations

The Ladder of Inference



¹ Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday/Currency, 1990.

² City, Elizabeth A., Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel. *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge: Harvard Education Press, 2009.

Appendix G: *Style Guide*

This Style Guide incorporates elements from the [New York City Department of Education Guide to Style, Grammar, and Punctuation, 2014](#).

Abbreviations and Acronyms

If a common term will be used frequently in the QR report, creating an acronym may improve the flow of the report and make it easier to read. Do not use an acronym if it will deter from the flow of the read.

To establish an acronym, spell out the words in full the first time followed by the acronym in parentheses. Use capital letters with no periods for the acronym. Some common acronyms may not be formed with all capital letters, for example, Framework for Great Schools (FfGS). Avoid overloading sentences with abbreviations. Terms that are used infrequently in the document, or are not familiar to the audience, should not be abbreviated. See Glossary for guidance on acronym use.

Do not use the abbreviations “eg,” “ie,” “&,” or “etc.” The ampersand [&] is a formal abbreviation that is sometimes used in an organization’s name. The ampersand should not be used in a formal report unless it is part of an organization’s title, such as, The Division of Teaching & Learning.

When expressing percentages use the symbol “%,” except at the beginning of a sentence, for example, “Six percent of students are English language learners, while special education students account for 10%.”

Use abbreviations for units of measure such as centimeters (cm) and meters (m). See section on Numbers.

Active or Passive Voice

Active voice is clearer and carries more authority than passive voice. For example, “The principal gives a clear lead to faculty,” has a lot more impact than, “The faculty is given a clear lead by the principal.” That is because it puts the emphasis where it belongs: with the principal, as the subject of the sentence.

Avoid passive voice whenever possible, because it leads to dry, stilted writing with extra jargon. Try to rewrite sentences using active voice. Active writing—even when dealing with non-narrative subjects not concerned with action—is almost always more lively, clear, and compelling.

- Passive voice: The assignments were handed out by teachers.
- Active voice: Teachers handed out the assignments.

Using too many “to be” verbs (is, are, was, to be) can contribute to the problem of passive writing—try replacing these verbs with stronger, more descriptive ones. Note the difference between the following paragraphs:

- Passive voice: Jenny was sad that her score on the science exam was 70%. There were a great number of subjects covered on the test. The reason that Jenny failed the test was that she was watching a movie until midnight instead of studying. She knew she should have studied the formula that was formulated by Einstein in order to get a score that would be acceptable to her mother.
- Active voice: Jenny’s score of 70% on the science exam devastated her. The test covered many subjects. By watching a movie until midnight instead of studying, Jenny

jeopardized her performance on the test. She knew she should have studied Einstein's formula in order to achieve a score her mother would accept.

Note: Microsoft Word offers the option to customize grammar and spellcheck preferences to detect passive voice in writing. To change these options, click on "File" on the Home Bar, then "Options" on the left sidebar, and select "Proofing." Change proofing settings by clicking on "Settings" and then checking off "Passive sentences" as an option for "Style."

Adjectival Nouns or Compound Adjectives

In most cases, it is preferable to write "student achievement," "student attendance," or "student behavior," rather than "students' achievement," "students' attendance," and "students' behavior."

Compound adjectives are two or more words that together make an adjective. When these adjectives come directly before a noun, they are known as compound modifiers and usually have a hyphen, like "noise-canceling headphones." The more likelihood there is for confusion, the more hyphens are needed. See section on Hyphens.

Some commonly used compound modifiers that require a hyphen include:

- Common Core-aligned curricula
- Higher-order thinking
- standards-based curricula
- evidence-based decisions
- decision-making criteria
- data-determined decisions
- UbD-aligned lesson plans

Adjectives

Make sure that the adjectives are matched to the correct noun. For example, "an organic box of vegetables" should really be "a box of organic vegetables."

Apostrophes

Use apostrophes to indicate possession (the student's book, the school's plans, the parents' meeting).

Possessive pronouns (its, his, hers, ours, yours, theirs) do not take apostrophes.

Note the difference between "its" and "it's." "Its" is the possessive pronoun and does not take an apostrophe. "It's" is a contraction of the words "it is" or "it has" and has an apostrophe.

- The school has completed its self-evaluation form. (possessive pronoun)
- It's been one year since the school's last review. (contraction of "it has")

Avoid contractions in Quality Review reports. See section on Possessives.

Apostrophes are used in descriptions of duration, depending on whether the time is singular or plural (for example, one day's time, in three years' time, four months' experience).

Capitalization

Minimize the use of capital letters as they slow down the reader. In general, proper nouns, such as the names of individual people, places, or organizations, are capitalized.

Do not capitalize generic job titles, such as principal, cabinet, coach, dean, guidance counselor, or senior achievement facilitator, superintendent, unless used directly before a specific name. Capitalize State and City when referring to New York State or New York City.

Capitalize languages and titles of courses. Avoid lengthy titles of courses or Regents exams.

- English Language Arts, Mandarin, Spanish
- Algebra I or English 5
- Clunky: John’s favorite subjects were math and English; he hated science, though, and was dreading taking the New York State Physical Setting Earth Science Regents exam.
- Smoother: John’s favorite subjects were math and English; he hated science, though, and was dreading taking the earth science Regents exam.

Capitalize Level 1 to 4 when referring to NY State performance levels.

Capitalize the “e, l, and l” in English Language Learner.

Use capital letters for acronyms and the names of some programs and assessments such as Wilson, DRA.

Capitalize all ethnic groups. For example, Black, Hispanic, White, and Asian.

Capitalize the names of faiths: For example, Buddhism, Christianity, Judaism, and Islam.

Use capital letters to describe recognized geographical places and the directions of the compass if they are part of the title of an area or political division, but not general descriptions.

- North America, South Bronx, Western Hemisphere, East Berlin
- Gold was discovered in the West, leading to the establishment of small mining towns.
- The west coast of America is the subject of many paintings.

Other words that are always capitalized: Internet, Intranet, Common Core, Common Core Learning Standards, Core Curriculum, School Quality Guide, School Quality Snapshot, School Survey, and Quality Review.

Do not capitalize subject areas.

- foreign language, math, science, and social studies
- Three algebra classes were visited.

Use the lower case for grade 6, pre-kindergarten, kindergarten, special education students.

Capitalize English Language Learners and English Language Arts.

Do not capitalize church except when it is part of a title, such as the Roman Catholic Church.

Avoid capitalizing the name of a committee, team, or group unless it is formally named.

- The third-grade inquiry team meets two times a week.
- Students meet in study groups regularly.
- The students are formed into Performance Groups as part of the Learning Initiative Program.

Child and Children

Be consistent when referring to “child or children,” “student or students,” and “family or families.” If writing a letter to families or educators, choose to refer to either “your child” or “your children” and be consistent about maintaining either the singular (he or she) or plural voice (they) throughout the document. Use the plural voice if possible to avoid having to negotiate

Reviewer Handbook for the Quality Review

gendered pronouns. Furthermore, if referring to “children,” then refer to “families” because plural children goes with plural families. If referring to “your child” in the singular voice, then use the singular voice for his or her parent as well.

- Dear Family, Please be sure to read with your child for at least two hours every night. Studies show that when a family reads with a child, the child is more likely to develop solid skills in phonics. It is imperative that your child develops these skills so that she succeeds later in life.
- Dear Families, Please be sure to read with your children for at least two hours every night. Studies show that when families read with their children, their children are more likely to develop solid skills in phonics. It is imperative that your children develop these skills so that they succeed later in life.

Use “families” whenever possible, instead of “parent or guardian” to be as inclusive as possible of our students’ widely varying family structures.

Clauses

Defining clauses have no punctuation and cannot be removed from the sentence without changing the meaning. “That” is often used to introduce a defining clause.

- The classes that were repetitive and unchallenging were poorly attended.
 - Explanation: Only the repetitive and unchallenging classes were poorly attended.
- The children whose IEPs indicate such a need are programmed in self-contained classes.
- Schools that are in the Learning Partners Program implemented the strategy.

Non-defining clauses must be between commas or introduced by a comma. They provide additional information about the topic but can be removed from the sentence without changing the meaning. “Which” is often used to introduce a non-defining clause.

- The classes, which were repetitive and unchallenging, were poorly attended.
 - Explanation: The classes were poorly attended for many reasons. It is possible to remove “which were repetitive and unchallenging” without changing the meaning of the sentence.
- Learning Partners Program schools, which implemented the strategy, are seeing success.
 - Leaving out the words “which implemented the strategy” does not change the meaning of the sentence. With or without the words “implemented the strategy,” we know that Learning Partners Program schools are seeing success.

Collective Nouns

Collective nouns describe a group, such as staff, curricula, data, and criteria.

Staff is a singular noun and takes a singular verb.

- The staff agrees with the principal.

Data can be singular or plural depending on how it is used. The singular form, “datum,” can be archaic.

- The scholarship and credit data show an increased pass rate for that cohort.
- The data shows students are passing the course at higher rates.

Curricula is plural, curriculum is singular.

- The curricula were adopted two years ago and have been revised.
- The math curriculum in grade 3 is aligned to the Common Core.

Criteria is plural, criterion is singular.

- Criteria for admission are revised annually.

Colons

Use a colon to separate a clause that introduces a list, quotation, or summary. Use a colon if the second half of the sentence explains the first half, as if it were standing for the words “in the following way,” for example:

- This style guide aims to help all reviewers and readers: it sets out guidance and provides advice on tricky areas of writing.

After using a colon, include one space and start the next word with a lowercase letter. Please keep in mind that the reviewer’s goal is concision and readability. Try to avoid long lists with a colon.

Commas

Generally, use a comma to separate or set off words. One way to determine if a comma is needed, is to read a sentence aloud and see where a natural pause occurs or the reader takes a breath. If it is a short pause, include a comma. Commas can separate multiple adjectives, or separate clauses within a sentence.

When three or more items are listed in a series separated by commas known as serial commas, use a comma before the final item.

- Students must not bring cell phones, weapons, or pets to school.

Commas often go inside quotation marks.

- “Do your homework,” Mrs. Bernstein said.

A comma can represent omitted words. In the following example, commas replace the word “is”:

- The teacher is in the classroom; the principal, in the cafeteria; and the assistant principal, in the office.

Use a comma after the words “hence,” “thus,” “then,” “still,” “accordingly,” “also,” “besides,” “however,” “moreover,” “otherwise,” and “therefore” when they are introducing an independent clause.

- Mrs. Reeves has taught for 30 years; however, she does not plan to retire.
- Besides, we could not prepare because of the blizzard.

Use a comma after digits indicating thousands and millions. See section on Numbers.

- 1,000 words
- It takes over 11 days for 1,000,000 seconds to pass.

Use a comma after providing a date that has a month, day, and year.

- The team meeting on November 24, 2013, was very productive.

Comparisons

A is compared with B when you draw attention to the difference.

A is compared to B when you want to stress their similarity.

- Shakespeare wrote, “Shall I compare thee to a summer's day?”

Curricular, Grading, and Document-Sharing Programs

Below are some common names of curricula, online document sharing sites, trademarks, and grading and data gathering programs.

- Curricula
 - *CMP3*
 - *Code X*
 - *Collections*
 - *EngageNY*
 - *Expeditionary Learning*
 - *Fountas and Pinnell*
 - *GO Math!*
 - *ReadyGen*
- Lesson Planning Guidance or Methods
 - *Hess' Cognitive Rigor Matrix*
 - UbD
 - UDL
 - *Webb's Depth Of Knowledge*
- On-line Grading Systems and Data Warehouses
 - Atlas Rubicon
 - Datacation
 - Engrade
 - JumpRope
 - Jupiter Grades
 - PupilPath
 - Skedula
- Online Document Sharing
 - Dropbox
 - Google Docs
- Other
 - SMARTboard, Promethean board Avoid using the brand name when it is unnecessary. Use interactive white board instead of SMARTboard.
 - PowerPoint

Days and Dates

Dates should include a month, day, and year.

The correct order is month, day, year, for example: September 14, 2015.

Do not abbreviate ordinal numbers (first, second, third, fourth, fifth, and so on).

- Incorrect: August 21st was my birthday.
- Correct: August 21 was my birthday.

When expressing a period of years, use words rather than symbols.

- From 2012 to 2015, enrollment at the school increased steadily.

Express school year in the 2015-2016 format in all formal documents. In addition, always put the year before the word "school year."

- Incorrect: During school year 2013-2014 attendance dropped.
- Correct: During the 2013-2014 school year attendance dropped.

Ellipsis

An ellipsis consists of three dots (...) and is used to mark an omission of one or more words from a sentence, most likely within a quote. If an ellipsis is at the end of the sentence, it is four periods. If the sentence ends in a question mark or an exclamation point, it is written as "...?" or "...!" See section on Quotations.

Foreign Words

Avoid using obviously foreign words and phrases if there is a good English equivalent. Italicize words that have not been incorporated fully into the English language. Quotations from parents in languages other than English should be translated into English and noted so.

- Parents stated in Spanish, as translated, "Teachers provide us with constant feedback about how our children are progressing."

Format of the Report

Write all reports using the latest 2015–2016 template, which has been set up so the font, format, and size of text is already programmed. The template can be found [here](#).

Grade Levels

Use a numeral or write out the number of a grade level, even when referring to grades ten through twelve. Never use "nd," "rd," "st," or "th" after the grade level, as in "6th grade." "Grade three," "third grade," or "grade 3" are acceptable written forms.

When referring to a range of grades it is acceptable to use "kindergarten through third grade," or "grades K–3." "Tenth-grade students," with a hyphen, is correct because the words "tenth" and "grade" become a single term that modifies another word, "students."

- Incorrect: 6th grade, 3rd graders, third-grade
- Correct: sixth grade, grade ten, grade 10, third grade, grade 4

Hyphens

Where an adjectival phrase (high quality, high achieving, well developed, well planned, well established) is free standing, there is no need for a hyphen. When it is used before a noun, it takes a hyphen.

- This is a well-developed school.
- This area of the school's work is well developed.

Use hyphens to avoid ambiguity.

- four year-old children (four children aged one year)
- four-year-old children (any number of children aged four)

Never hyphenate adverbs that end in "-ly."

- newly qualified teacher

Use a hanging hyphen to indicate that there are two hyphenated adjectives preceding a noun:

- three- and four-part lesson
- The staff gave pre- and post-tests.

Some commonly used adjectival nouns and compound modifiers that require a hyphen include:

- Common Core-aligned curricula
- Community-based organizations
- data-determined decisions
- decision-making criteria

- evidence-based decisions
- standards-based curricula
- UbD-aligned lesson plans
- Well-developed practice

Hyphenate numbers between 21 and 99 when written out.

Do not hyphenate or capitalize “website.”

Inclusive language

Use inclusive language to avoid inadvertent bias. In English, the convention has been to use “he,” “him,” and “his” for both sexes. If possible, revise the sentence to use “they,” “them,” or “their.” “A student learns better from the books he likes” becomes “Students learn better from the books they like.”

No race, class, sex, or age group should be stereotyped or arbitrarily given a leading or subordinate role.

Italics

Use italics for the titles of books, except for holy books such as the Bible, the Qur’an, and the Torah.

Use italics for plays, films, long poems, operas, paintings, periodicals, and sculptures.

Use italics to denote the titles of books, plays, other major works, and the Chancellor’s publications.

- *Raising the Bar for Students and Schools: Our Commitment to Action*
- *To Kill a Mockingbird*

Shorter pieces of writing, like chapters, newspaper articles, or poems are denoted using quotation marks.

Take care not to italicize (or bold, underline, change the color of, etc.) too much text in the middle of sentences or paragraphs for emphasis because this can defeat the purpose of formatting, which is to highlight important points.

School site newsletters, documents, and reports that are well known across the school, should be italicized and capitalized. See section on Quotations.

Names of common documents to be italicized:

- *Advance*
- *Danielson Framework for Teaching*
- *A Shared Path to Success*

Jargon and Clichés

Remember that the everyday terms of the educational community can be unintelligible jargon to others. Clichés are overused phrases that take the freshness out of the writing. For example, “limited in scope” (why not just say “limited” with a precise indication of the problem?), “over time” (is any event not over time?), or “satisfactory overall” (what is added by “overall”?).

The word “appropriate” is overused and can often be deleted without changing the meaning. It also avoids being explicit. For example, “Teachers do not use an appropriate marking system” fails to tell the reader what is wrong with the marking system, and therefore fails to show what needs to be done to improve it.

- Jargon: The work of the teacher team is limited in scope.
- Not jargon: The teacher team reviewed but did not analyze student work from the lesson.

Money

For round figures, omit decimal places. Use numerals for monetary values, but use numerals and words to express large round numbers, for example “\$5 million” or “5 million dollars.”

Numbers

Write numbers from one to nine in words; use numerals for 10 and above. If the sentence begins with a number, always write it as a word. Exceptions are listed below.

- Numbers are used for New York State performance levels, as in Levels 1 to 4.
- Numbers may be used for grade levels, such as grade 3 and grade 11.
- Numbers are used for large rounded amounts of money, such as \$2 million.
- Numbers are used for mathematical and statistical data. All demographic data is rounded to the whole percent. Attendance is expressed to one decimal point when providing data in the School Context section of the report.
- Use numbers with abbreviations, for example “5cm,” “6%”; except at the beginning of a sentence when both the number, the unit of measure, and “percent” are written as words. Remember that abbreviated units of measure have no periods and do not take “s” in the plural. There is no space between the number and the unit of measure.
- Use abbreviations for units of measure such as centimeters (cm) and meters (m).
- When dealing with large, cumbersome numbers, start with a numeral and write out the rest of the number: “More than \$5 billion were spent on textbooks. City schools educate 1.1 million students.”

Express decimals in numbers and fractions as words. Fractions that stand alone and are not attached to numbers (they are smaller than one) should be spelled out and hyphenated.

- 0.75, not seventy-five hundredths
- three quarters, not $\frac{3}{4}$ or 3/4
- Only hyphenate fractions used adjectivally, for example: “a two-thirds majority.”
- More than three-fifths of the class of 2009 graduated on time.

Avoid mixing numbers, fractions, decimals, and percentages in the same sentence.

Use first, second, and third (not firstly, secondly, thirdly).

Use a comma to indicate place value in large numbers: 1,000; 10,000; 100,000. Do not use a comma in years, such as 2015.

- More than 8,500 students went on field trips in 2014.

When using decimals, be consistent about the number of decimal places you provide. For example, if a figure went from 18.8% to 12%, the latter should also include one decimal place and therefore be written as 12.0 percent. See section on Percentages.

Whenever you refer to exact numbers or amounts, use “more than” and “less than” instead of “over” and “fewer,” respectively.

- Incorrect: Citizens voted over five months ago. For the first time, fewer than 50 percent of senior citizens voted.
- Correct: Citizens voted more than five months ago. For the first time, less than 50% of senior citizens voted.

Parallel Construction

Expressions of similar content and function should be constructed similarly. This allows the reader to recognize the similarity easily.

Items in a list should all take the same grammatical form: they should be all nouns, all infinitives, all prepositional phrases, all gerunds (verbs ending in -ing), or all clauses.

- Incorrect: Mrs. Jones taught her first graders fractions, to speak English properly, and biology.
- Correct: Mrs. Jones taught her first graders fractions, proper English, and biology. In the second example, all items in the list are nouns.

A preposition or article that introduces a list should be correct for all items in the list. If items in the list take different prepositions or articles, you should include them with each item in the list. To check this, see if introducing each individual item in the list with the preposition or article would make sense.

- Incorrect: I study every day at 9:00 a.m. and the afternoon. (You would not say “at the afternoon.”)
- Correct: I study every day at 9:00 a.m. and in the afternoon.
- Incorrect: I am excited and interested in your work. (You would not say “excited in.”)
- Correct: I am excited about and interested in your work.

Correlative expressions, such as both/and, not/but, not only/but also, either/or, first/second/third, should be followed by the same grammatical construction.

- Incorrect: It was both a long day and very boring.
- Correct: The day was both long and boring.
- Incorrect: Either the state must raise its standards or adopt the higher national standards.
- Correct: The state must either raise its standards or adopt the higher national standards.
- Also correct: Either the state must raise its standards or it must adopt the higher national standards.

When using “neither” or “both,” be sure it is clear what is referenced.

- Incorrect: It neither helped the students nor the staff.
- Correct: It helped neither the students nor the staff.
- Correct: It helped both the students and the staff. (Although, “both” is often superfluous.)

Percentages

Generally round up or down when expressing a percentage, except for the School Context section where they should be expressed to one decimal point for attendance. Use the symbol “%” except when following a number written as a word at the beginning of a sentence.

- Seventy percent of the class performed at Level 4.

Periods

Use one space after a period. One space, not two, goes between each sentence. Use one space after every comma, colon, and semicolon.

Periods are not necessary in abbreviations and acronyms (AIS, ICT), but do use them with contractions (Mr., Ms., Dr.) or after initials in names.

Possessives

Use an apostrophe to form possessives.

To form the possessive of a singular noun: add an apostrophe and an “s”

- teacher’s

Use the normal possessive ending of apostrophe and an “s” after singular words or names that end in “s.”

- boss’s, caucus’s, Jones’s, Dickens’s

If a plural noun does not end in “s,” add an apostrophe and an “s.”

- The children’s learning styles determined their group.

If the plural noun ends in an “s” or a “z”-sound, add an apostrophe.

- the girls’ or boys’ room

If two people own something jointly, attach an apostrophe and an “s” to the subject closest to the object.

- the Mayor and the Chancellor’s initiative

Quantifiers

When using words to express a generality about an amount of things of classes, students, lesson plans, text books:

- Very few: is used to denote almost none
- Few: is used to denote a considerable amount less than half
- Many: is used to denote a considerable amount more than half
- Most, but not all: is used to indicate a lot but not in every instance
- Vast majority: is used to mean almost no exceptions

Quotations

Use double quotation marks to mark the beginning and end of reported speech. Use single quotation marks when a quotation appears within a quotation.

- The valedictorian stated, “We must follow past generations of young people to ‘ask not what your country can do for you,’ in order to find our own way to contribute.”

If the quoted material is a complete sentence or question, punctuation should fall inside the closing quotation mark.

- The students said, “This was the best school they had attended.”

If the quoted material fits into the flow of your sentence without a pause, and is not introduced with a form of the verb to say, you may not need to introduce it with a comma or a colon

- T.S. Eliot called April “the cruelest month.”

It is often simpler to use reported speech.

- The students all agree that this is the best school that they have attended.

Use quotation marks to cite teacher’s questions, student’s answers, or team discussions. Whenever possible, avoid a string of quotes within a statement. However, if needed, use quotes

around each question with the question mark inside the quotation marks, capitalize each question, and use commas between questions.

- The teacher asked low-level questions such as, “What happened next?”, “What’s the name of the character?”, and “Who won the prize?”

Use brackets to correct or clarify quoted material.

- Unclear: He said, “It increased by 600 points.”
- Clear: He said, “[My SAT score] increased by 600 points.”

Use ellipses when omitting part of a quote. Use three periods to refer to omitted material within a sentence. Use four periods, or three with a different punctuation mark, when omitting material that occurs at the end of the sentence.

- A student stated, “We have writing assignments and readings...that require concentration and hard work.” In this example, the ellipses indicate the omission of text that is extraneous to the point of the quote.
- On several occasions the teacher responded, “How do you know...?” In this example, the ellipses indicates that the teacher repeated the question about several things, too numerous or varied to quote.

Do not use quotation marks to add emphasis as might be indicated in informal speech.

- Incorrect: The school leader, “said” teachers were using Common Core aligned materials.
- Correct: The school leader indicated that teachers were expected to use Common Core aligned materials.

If a quotation contains an obvious grammatical or factual error, and including the quotation absolutely cannot be avoided, use the notation, “[sic],” in brackets and in italics, to indicate the source of the error is not in the transcription of the quote. It is preferred that such references be paraphrased as reported speech and not quoted to avoid having to use this notation.

Do not use quotation marks for names of school-based publications that are not capitalized and italicized. See section on Italics.

School Leaders

Use the term “school leaders” in place of “administrators,” which has an authoritative, supervisory connotation. “School leaders” generally encompasses principals and assistant principals.

Be careful about personifying the school as able to make decisions, implement policies, or use curricula as in, “The school has created a coherent curriculum.” It is plausible that members from the entire school community would not be involved in a project, or the entire staff meets weekly. Be specific and name the constituents who perform the action.

Semicolons

Semicolons separate strings of clauses or phrases, especially when the clauses and phrases are long or when they contain commas. They are also used for breaking up lists after a colon in a paragraph, but not in a bulleted list.

Sentence Structure

Keep sentence structures as simple as you can. Try to keep to single clauses or at most to a main clause and a single subordinate one. It makes writing much easier to read. Also, avoid using semi-colons and colons, as these will usually make sentences longer.

Students with Disabilities

Do not abbreviate or capitalize the term “students with disabilities” unless you are using it in the title of a document or when referring to the Division of Students with Disabilities and English Language Learners. Students with disabilities are also sometimes called “students with IEPs.” Do not refer to students with disabilities as “special needs students” or “special education students.”

Tense

The Findings and Impact statements should be written in present tense because they are about practices that are ongoing and continuing to occur. When illustrating a point using evidence gathered during the review in the Supporting Evidence section, use the past tense, as when writing about something that happened in the past.

Verbs

Pay attention to verb-noun agreement. Singular nouns take singular verbs. Plural nouns take plural verbs.

Indefinite pronouns do not refer to a specific person place or thing. The following indefinite pronouns take singular verbs: “each,” “either,” “neither,” “someone,” “somebody,” “anyone,” “anybody,” “everyone,” “everybody,” “no one,” “nobody,” and “one.” Since these pronouns are singular, when they are used to refer to people, they should be followed by singular personal pronouns later in the sentence; “each,” “every,” “any,” and “either” are all followed by “he” or “she.”

- Each kindergartener was reading.
- Each student completes his assignment every day. Every student sharpens her pencil.

Fraction or percent words take plural verbs, including “percent,” “all,” “most,” “more,” “part,” “some,” and “any.”

- Only 50 percent graduate in four years. Some attend summer school.

When the word “none” precedes a singular noun, use a singular verb. When it precedes a plural noun, use a plural verb.

- Singular: None of the homework was completed.
- Plural: None of the students wear the uniform.

If using an **infinitive** in a sentence (a verb that is not conjugated, beginning with “to”), then do not separate, or split, the two parts of the verb (the “to” and the verb).

- Incorrect: to happily go, to purposefully ignore, to accurately maintain, to continually improve.
- Correct: to go happily, to ignore purposefully, to maintain accurately, to improve continually.
 - Shakespeare wrote, “To be or not to be!”

Use a singular verb for the following: “none of them is,” “neither of them is.”

Use a plural verb for the following: “leadership and management are,” “a number are.”

Glossary

To define an acronym, first write the reference in full and in parenthesis after it write the acronym. After the first mention, writers may use only the acronym or the can choose to use the full reference. For example: English Language Learners (ELLs) and afterward can state “ELLs.” After using an acronym, there is no need to re-establish the reference again.

A	
<i>A Shared Path to Success</i>	always italicize
academy	not capitalized
acting principal or acting assistant principal	not capitalized; acting principal or acting assistant principal are the titles used until the person is appointed
<i>Advance</i>	Always italicize “ <i>Advance</i> ” when referencing this system. Always refer to <i>Advance</i> , the teacher evaluation and development system, as both a teacher evaluation and development system (never just “teacher evaluation”) because it was created not only to evaluate teachers, but also to support their growth.
AIS	academic intervention services
Alaskan Native and American Indian	always capitalize when referring to ethnic groups
AP	allowed for an advanced placement course that may result in college credit; not allowed as an abbreviation for assistant principal
APE	adaptive physical education
Asian	always capitalize when referring to ethnic groups
B	
Black	always capitalize when referring to ethnic groups
Black Caribbean or Black African	always capitalize when referring to ethnic groups
BN	borough and school number: K (Brooklyn); M (Manhattan); Q (Queens); R (Staten Island); and X (Bronx)
C	
cabinet	often used to refer to senior management team, but schools vary; not capitalized
CBO	community-based organizations
CEP	Comprehensive Educational Plan
chapter leader	member of the UFT who represents the teachers and sits on the SLT
cloud-based document/curricula developing/sharing venues [some popular sites]	Atlas Rubicon; Dropbox; Google Docs
Common Core Learning Standards	It can be abbreviated as Common Core. Do not abbreviate as CCLS or CCSS.
Common Core-aligned curricula [commonly adopted by NYCDOE schools]	<i>Code X; Collections; Connected Mathematics 3 (CMP3); EngageNY; Expeditionary Learning; GO Math!; ReadyGen</i>
Community School	schools that use the Community School model
cooperate	one word

CP or CPT	common planning or common planning time
criterion or criteria	criterion is singular; criteria is plural
CSE	Committee on Special Education
CTE	Career and Technical Education, capitalized whenever spelled out
curriculum or curricula	curriculum is singular; curricula is plural
D	
Danielson <i>Framework for Teaching</i>	always italicize <i>Framework for Teaching</i> and do not abbreviate
data	Although data is the plural of the now defunct datum, it is found with both a singular and plural verb; NYC DOE uses a singular verb in all reports. See section on Collective nouns.
database	one word
dates	May 22, 2011, not May 22 nd ; See section on Days and Dates.
dean	senior member of staff responsible for behavior
decimals	Express to one decimal point when giving percentages for attendance in the context section; otherwise round up or down.
decision making	one word if a noun; hyphenated if an adjective, for example “decision-making skills.”
DIBELS	Dynamic Inventory of Basic Elementary Literacy Skills
differentiation	Defined 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 assessment.” (from <i>The Center for Comprehensive School Reform and Improvement</i>)
DOK	Webb’s <i>Depth of Knowledge</i> and Hess’ <i>Cognitive Rigor Matrix</i>
DRA-2	Developmental Reading Assessments-2
E	
east	do not capitalize unless part of a place or area
ECLAS	Early Childhood Literacy Assessment System
ELA	The subject “English Language Arts” encompasses the combination of reading comprehension, literature analysis, and writing instruction.
ELL	English Language Learners refers to students who are learning English as their non-native language. Capitalize all of the words in the term when spelled out and abbreviate it as “ELLs” after the first mention.
email	one word
EPAL	Early Performance Assessment in Language Arts
ESL	English as a second language
extracurricular	one word
F	
FfGS	<i>Framework for Great Schools</i>

fieldwork	one word
Fractions	see section on Numbers
G	
Generation Ready	consultants working in some schools
goal setting	not hyphenated unless used as an adjective; see section on Hyphens
grades, programming, curriculum development sites and data warehouses [<i>some</i> popularly adopted]	Atlas Rubicon; Datacation [teacher facing]; Engrade; JumpRope; Jupiter Grades; PupilPath and Skedula [student and parent facing]
H	
Hispanic	always capitalize when referring to ethnic groups
HS	high school
I	
ICT	Integrated Co-Teaching, classes with general education students and special education students
IEP	Individualized Education Program
impact	avoid using as a verb
inquiry team	not capitalized
Internet	always capitalize
intervisitation	one word
IS	intermediate school
K	
kindergarten	Not capitalized unless it is part of a proper noun or being abbreviated when mentioning grade levels. See school levels.
L	
LAB	Language Assessment Battery
LES	formerly known as the Learning Environment Survey; currently called the School Survey
Level 1; 2; 3; 4	refers to performance levels on State exams; capitalize and use numerals
M	
Manhattan	If a school is located in the borough of Manhattan, it is designated as New York on the front page of the QR report, followed by New York as the City (as in “New York, New York, so good they named it twice”!)
meantime	one word
misspell	one word
MOSL	Measures Of Student Learning
MOTP	Measures Of Teacher Practice
MS	middle school
multicultural	one word
multilingual	one word
N	

NCLB	No Child Left Behind is a nationwide initiative to raise standards for all
none	takes a singular verb
north	do not capitalize unless part of a place or area
number	write numbers from one to nine as words and numbers 10 and above as figures, unless at the start of a sentence. See sections on Grade Levels and Numbers.
NYSAA	New York State Alternate Assessment
NYSESLAT	New York State English as a Second Language Assessment Test; for English language learners
O	
Online document sharing sites	Dropbox; Google Docs
OT	occupational therapy
outperform	one word
P	
PA or PTA	Parent Association or Parent Teacher Association
PD	professional development
Percent	use % unless following a number written as a word; see section on Percentages
PowerPoint	presentation software by Microsoft
PPC or PPT	Pupil Personnel Committee or Pupil Personnel Team
PPR	Principal’s Performance Review
pre-kindergarten	hyphenated; do not capitalize the term unless used in a title or at the start of a sentence. Abbreviate it as “pre-k” upon second reference. When referring to the State’s Universal Prekindergarten program, do not add a hyphen in “pre-kindergarten.” Capitalize this term and abbreviate it as “UPK” upon second reference. See Grade Levels.
principal	not capitalized
program	usage for educational programs and computer programs
PT	physical therapy
Q	
Quality Review	capitalize
R	
RCT	Regents Competency Test
Regents examinations	State exams required for Regents diploma; do not use the term “Regents” as a stand-alone description for Regents exams
Rtl	Response to Intervention
S	
SAPIS	substance abuse prevention and intervention services; some schools have SAPIS counselors
School levels	Pre-K – 6 Elementary School
	Pre-K – 8 Elementary-Middle School
	Pre-K – 12 Elementary-High School

	6 – 8 Middle School
	6 – 12 Middle-High School
	9 – 12 High School
School Quality Guide	primarily designed for educators
School Quality Snapshot	primarily designed for families
School Survey	no longer called the Learning Environment Survey; not abbreviated
SchoolNet	SchoolNet is the new periodic assessment warehouse replacing Acuity
seasons	do not capitalize
self-assessment	hyphenated
self-evaluation	hyphenated
SETSS	Special Education Teacher Support Service; often incorrectly noted as SETTS
SLT	School Leadership Team
SMARTboard and Promethean	SMARTboards and Promethean boards are interactive whiteboards. It is acceptable to use the term “interactive whiteboard” instead of the name brand.
south	do not capitalize unless part of a place or area
SSO or SSA	school safety officer or school safety agent
staff	is a singular noun and takes a singular verb
STARS	Student Transcript and Academic Recording System
State	capitalize when it refers to New York State
STEAM	Science Technology Engineering Arts and Math
STEM	Science Technology Engineering and Math
students with disabilities	Do not abbreviate or capitalize the term unless you are using it in the title of a document or when referring to the Division of Students with Disabilities and English Language Learners. Students with disabilities are also sometimes called “students with IEPs.” See section on Students with Disabilities.
subgroup	one word
sub-indicator	hyphenated
T	
teamwork	one word
team building	not hyphenated unless used as an adjective; see section on Hyphens
timescale	one word
Title 1	capitalize; refers to socio-economic indicator related to free school lunches
transfer schools	high schools structured to support students who are behind in earning credits
U	
UbD	Understanding by Design
UDL	Universal Design for Learning
UFT	United Federation of Teachers
underachieve	one word

W	
Web or World Wide Web	capitalize
website	one word; not capitalized
well-being	hyphenated
west	do not capitalize unless part of a place or area
White	always capitalize when referring to ethnic groups
whole-school	not hyphenated unless used as an adjective; see section on Hyphens

Appendix H: Findings, Impact, and Supporting Evidence Statements

The discussion of each of the five Quality Indicators must include findings, impact, and supporting evidence (FISE) that align to the given Quality Indicator rating and address at least two of the three sub-indicators for the indicator. The writing components are defined as follows:

Findings

Conclusions reached after the analysis of evidence from interviews, classroom visits, and school documents, aligned to at least two of the three sub-indicators and to the assigned rating. Findings are to be captured in one or two sentences.

An example of Findings:

All curricula are aligned to Common Core Learning Standards (CCLS). Higher-order skills are consistently emphasized for all learners across grades and content areas. (1.1a, b)

Impact

The result of the practices stated in the findings as they relate to student achievement, teacher practice, cognitive engagement, participation, ownership of learning, etc., as required by the specific Quality Review sub-indicators and Quality Indicators assigned rating. Impact statements contain mid-level inferences captured in one or two sentences.

An example of Impact:

The school's curricular decisions build coherence and promote college and career readiness for all learners. Academic tasks push student thinking across grades and subjects.

Supporting Evidence

Site specific evidence that address all of the elements noted within the QR rubric that substantiate the given rating and highlight information gathered from observations, examples of practices, and school wide trends that strongly support both the stated findings and the impact related to the sub-indicators. Site-specific information is triangulated during the review process. Such evidence substantiates the findings, illustrates the impact, and validates the rating. Relevant and current data should be referenced when appropriate. Three to five pieces of supporting evidence must be written for each Quality Indicator with specific reference to at least two of the three sub-indicators.

Note: It is insufficient to simply list practices (e.g., names of common assessments used). The relevance of the evidence to the findings or impact should be explained (e.g., how the named common assessments were used to determine progress towards grade level goals).

An example of supporting evidence:

- Lesson plans in all content areas include a menu of strategies for students to choose from in completing academic tasks that require higher-order thinking. Menus include use of transitional phrases, discussion prompts, and cause and effect cues.

Appendix I: Quality Assurance Rubric (QAR) – 2015-2016

	Quality Review (QR) Report Standards	(4)	(3)	(2)	(1)
<p>Alignment to the Rubric</p> <p><i>(How well do Findings, Impacts, and Supporting Evidence align to the rubric language and rating?)</i></p>	<p><i>The reporting on each of the five Quality Indicator reflects:</i></p> <ul style="list-style-type: none"> • Language that aligns Findings, Impact, and Supporting Evidence (FISE) with the rating for each indicator • Findings, Impact and Supporting Evidence that aligns to the rubric language for each indicator and sub-indicator 	All or almost all sets of Findings, Impact, and Supporting Evidence (FISE) reflect the QR Report Standards for alignment to the rubric.	Most sets of Findings, Impact, and Supporting Evidence (FISE) reflect the QR Report Standards for alignment to the rubric.	Some sets of Findings, Impact, and Supporting Evidence (FISE) reflect the QR Report Standards for alignment to the rubric.	Few or none of the sets of Findings, Impact, and Supporting Evidence (FISE) reflect the QR Report Standards for alignment to the rubric.
<p>Report Content</p> <p><i>(How well does the report capture the practices of the school?)</i></p>	<p><i>Discussions of Quality Indicators include:</i></p> <ul style="list-style-type: none"> • FISE that address all of the selected sub-indicators • Impact statements that reflect mid-level inferences related to each of the sub-indicators chosen • Three to five bullets with site-specific Supporting Evidence illustrating practices relevant to the Finding(s) and Impacts for each sub-indicator selected • Statements that address the specific outcomes of practices (go beyond a description /listing of practices) • FISE that do not contradict each other across the report 	All or almost all of the report addresses the QR Report Standards for content.	Most the report addresses the QR Report Standards for content.	Some of the report addresses the QR Report Standards for content.	Little or none of the report addresses the QR Report Standards for content.
<p>Compliance</p> <p><i>(How well does the report follow format and style protocols?)</i></p>	<p><i>The report draft</i></p> <ul style="list-style-type: none"> • Evaluates and rates the five Quality Indicators • Cites one indicator as an Area of Celebration (AoC) • Cites one indicator as an Area of Focus (AoF) • Does not make recommendations in stating the AoF • Follows the DOE / house style guide (i.e., capitalization, abbreviations, acronyms, correct grammar etc.) • Utilizes the correct report template and formatting requirements, including the one page limit per indicator 	All or almost all of the report matches the QR Report Standards for compliance.	Most of the report matches the QR Report Standards for compliance.	Some of the report matches the QR Report Standards for compliance.	Little or none of the report matches the QR Report Standards for compliance.
<p>Revisions</p>	<p>(Rated for 2nd Draft Only)</p>	Made all requested revisions	Made most requested revisions or provided valid reasons for not making some changes	Made some requested revisions or provided valid reasons for not making some changes	Made few or no requested revisions and did not provide valid reasons for not making changes

Appendix J: Salesforce Guide

Salesforce Guide: Submitting a New Draft

Find a School:

1. Once you have logged in to Salesforce (<http://login.salesforce.com>), from the home page scroll down to “My Report Drafts.” Under “My Report Drafts,” **click on the DBN** for the report you would like to submit.

My Report Drafts

Salesforce Director: Rod Bowen

Reviewer/Reader	Date of Review	Waiting On	Reviewer
<u>15K051</u>	11/5/2015		Rod Bowen
<u>75Test</u>	11/12/2015		Rod Bowen
<u>16K025</u>	11/12/2015		Rod Bowen
<u>16K005</u>	11/19/2015		Rod Bowen

Start First Draft:

2. On the Report Draft page, **click the *Start 1st Draft*** button at the top (you only need to do this once).

Report Draft Detail

DBN 12X251

Edit Delete **Start 1st Draft** Submit to Reader

Entering Preliminary Ratings:

3. Scroll down and enter your preliminary ratings in the “**Area of Celebration,**” “**Area of Focus,**” and “**Additional Findings**” sections of the Report Draft page.
4. For instructions on how to enter preliminary ratings, see the [Preliminary Rating Guide](#).
5. Once you have entered your preliminary ratings, scroll to the top of the page and **click the Save button**. If you skip this step, you will lose your work! The answers you select for each field will be in ORANGE FONT **until you hit the Save button**. Here is an example of how the AoC should look after saving your work.

▼ Area of Celebration	
Indicator	2.2
Preliminary Rating	P
Sub-Indicators	bc
Sub-indicator a) Rating	P
Sub-indicator b) Rating	P
Sub-indicator c) Rating	P

Answering Framework for Great Schools Questions:

There are two optional questions that reviewers can answer regarding the FfGS.

6. Below the AoC, AoF, and Additional Findings sections, there is a “**Framework for Great Schools**” section.
7. Hover your cursor over the answer field until it becomes highlighted in blue, then double click the field.

▼ Framework for Great Schools

Q1. In the process of the Quality Review for this school, did you observe or hear any connections between the FfGS and the QR?

A1.

Q2. If yes, please provide a brief description of the connection made and include at what

8. Select your answer from the drop down for the first question.
9. For the second question, you will type your answer. For content guidance on the FfGS questions, please reach out to Rod Bowen.

▼ Framework for Great Schools

Q1. In the process of the Quality Review for this school, did you observe or hear any connections between the FfGS and the QR?

A1. **Yes**

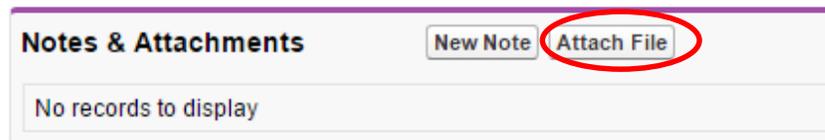
Q2. If yes, please provide a brief description of the connection made and include at what point in the process it was observed/heard.

A2. **Enter response here.**

10. Once you have entered your FfGS answers, scroll to the top of the page and **click the Save button**. If you skip this step, you will lose your work! The Answers you select for each question will be in ORANGE FONT **until you hit the Save button**.

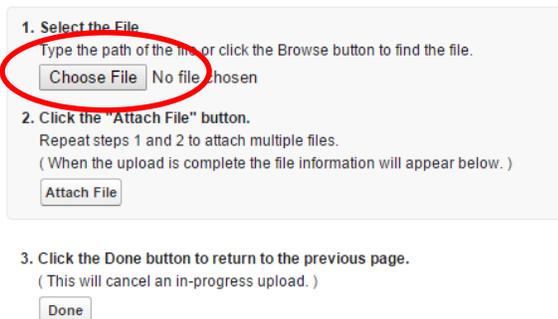
Attach First Draft and Submit to Reader:

11. Once you have saved your preliminary ratings and FfGS questions, scroll to the bottom of the page and **click the Attach File button in the "Notes & Attachments" section**.

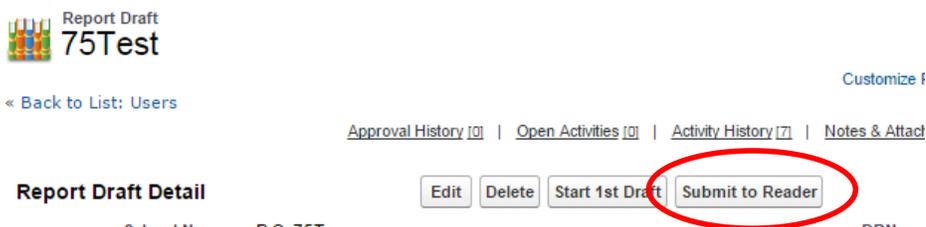


12. Browse for your file, **click Attach File**, and **click Done** once the file is done uploading.

 Attach File to Report Draft 75Test



13. You will automatically be redirected to the Report Draft page. **Click the Submit to Reader button** at the top of the page. You have successfully submitted your First Draft!



Note: If you do not click **Submit to Reader**, then the reader will not know your draft is ready for them. You **MUST** click **Submit to Reader**.

View First Read, Attach Second Draft, and Submit to Reader:

14. When your Reader has completed her/his first read and your report is ready for a Second Draft, the draft will be highlighted in **YELLOW** under the “My Report Drafts” section on your Salesforce homepage. You will also have received an email.

DBN	Date of Review	Waiting On	Provisional Rating	Finalized Rating
W998		2nd Draft		

15. Navigate to the Report Draft page by clicking the highlighted DBN in the “My Report Drafts” section.
16. Scroll to the bottom of the page to the section called “Notes & Attachments.”
17. View the reader’s First Read by **clicking View**.

Action	Type	Title	Last Modified
Edit View Del	Attachment	01M450 - First Read.doc	11/1/2011 9:45 AM

18. Download the report and complete your Second Draft.
19. When you are ready to submit your Second Draft, navigate to the Report Draft page if you have not done so already (step 14 and 15 of this guide).
20. Then scroll down to the bottom of the page and **click the Attach File button in the “Notes & Attachments” section**.
21. Once you have attached your Second Draft in the same way you attached the First Draft (step 12 of this guide), **click the Submit to Reader button** at the top of the Report Draft page. You have submitted your Second Draft and are now done with this Report!

(See also the [Writing Assistant Guide](#) if you would like to draft your report through a tool in Salesforce.)

If you need further support please reach out to your Program Associate by phone or email.