

<b>Term</b>	<b>QS</b>	<b>Definition</b>
<b>Emphasize key standards</b>	1.1	Effective schools design rigorous curriculum around select standards (power standards, enduring understandings, etc.), and ensure that instructional practices are designed around these key standards and aligned both vertically and horizontally – or made “guaranteed and viable” (Marzano, 2003; Schmoker, 2006).
<b>Classroom routines</b>	1.2	These are the explicit procedures, norms, habits or protocols that teachers establish (possibly with students) to facilitate learning and guide student thinking. Routines are not synonymous with rules that lead to disciplinary consequences. (Wong & Wong, 2004)
<b>Coherent set of beliefs about how students learn best</b>	1.2	A set of beliefs about how students learn best will be coherent if it is derived from learning theory and research, without contradiction, and shared across the school. Such beliefs guide the design of organizational structures and instructional practices (which do not have to be exactly the same in every classroom).
<b>High levels of student engagement</b>	1.2	Highly engaged students (versus those who are merely compliant) see the activity as personally meaningful and believe they will accomplish something of worth by doing it. Students who are engaged persist despite challenges and obstacles, taking visible delight in accomplishing their work. (Schlechty, 1997)
<b>Multiple entry points</b>	1.2	By using a variety of instructional strategies and resources to respond to students’ diverse learning strengths, needs, and prior background knowledge, teachers offer more than one entry point into the curriculum, making the complexity and depth of any subject matter accessible to a range of students.
<b>Pedagogy that is differentiated (Differentiated instruction)</b>	1.2 2.2 3.2	Differentiated instruction is “...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.” (Tomlinson, 2009)
<b>Supports and extensions</b>	1.2 3.2	Students bring varying skills and understanding to a topic – what Tomlinson (2001) calls “readiness” levels. Teachers should plan supports and extensions for those groups of students who struggle and those who quickly master the standard.
<b>Accountable collaboration</b>	1.4	Accountable collaboration occurs when educators commit to learn and work together to ensure that a shared group of students succeeds.
<b>Child/youth development</b>	1.4, 4.4	The development of a child or youth encompasses social, affective, physical, as well as cognitive developmental milestones.
<b>Summative assessment data</b>	2.1, 2.2, 2.3	Summative assessment data typically refers to the <i>assessment of learning</i> , which summarizes the development of learners at a particular time.
<b>Periodic Assessment data</b>	2.1, 2.2, 2.3	Periodic Assessments (Acuity, DY0, Performance Series, etc.) are interim benchmark assessments aligned to curricula, administered numerous times over the course of the school year.

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<b>Classroom-level assessment data</b>	2.1, 2.2, 2.3	The use of classroom-level data includes the use of diagnostics, pre-assessments, project rubrics, Periodic, DYO Assessments, unit tests, homework, quizzes, “exit slips” and other checks for understanding. The emphasis is on clarifying what students are expected to know and be able to do, and regularly tracking their progress. Students partner with their teacher to monitor and adjust their learning and in communicating evidence of learning. When consistently carried out within and across classrooms, this set of practices has been linked to profound gains in student achievement, especially for low achievers (Black & William, 1998).
<b>Actionable feedback</b>	2.1, 2.2, 4.1	Actionable feedback is specific, timely and communicated in terms of the realistic next steps to foster academic learning.
<b>Theory of action</b>	3.1	Action plans for school improvement and the acceleration of student learning should be founded on a theory (hypothesis or well thought-out idea) derived from the analysis of school data and linked to research on effective practice whenever possible. The theory structures the intention of the action plan with logic: <i>If we make X changes, then we will see Y results.</i>
<b>Annual and interim goals</b>	3.2, 5.3	Annual goals are created for an entire school year; interim goals are those that create benchmarks of progress towards the annual goals at identified points throughout the year (e.g., every six weeks, quarterly, mid-term, mid-term).
<b>Common instructional focus</b>	4.1	Since teacher collaboration is a proven engine for instructional improvement at scale across a school (Schmoker, 2006), there should be a common focus on instructional development that aligns with the school’s theory of action for improving student achievement as well as current school-wide goals.
<b>Coherent school culture</b>	4.1	A coherent school culture works consistently towards the school’s espoused vision and beliefs about how students best learn, addressing any gaps between the vision and reality in classrooms. The values, rituals, structures, practices and attitudes of staff create a positive atmosphere of cohesion (rather than division) among community members who are working towards the common purpose of attaining higher levels of student achievement.
<b>Professional collaboration on teams using an inquiry approach</b>	4.2	The NYC DOE’s Children First Intensive (CFI) defines an “inquiry approach” as a collaborative, sustained and systematic process for teacher teams to investigate the efficacy of instructional strategies using student work and data in order to improve achievement and close the achievement gap.
<b>Distributed leadership</b>	4.2, 5.4	Distributed leadership is a strategy to engage staff within the school to share responsibility and authority for key roles in instructional improvement and operational matters.

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