

Division of Performance & Accountability

Draft Quality Review Criteria Rubric 2010-2011

The following document is the draft version of the Quality Review Criteria Rubric for 2010-11.

- Words in **black font** signal language that remains from the 09-10 rubric.
- Words in **red font** signal new language.
- Words in **blue font** signal language that remains from the 09-10 rubric but has been shifted down one category.

Based on feedback received throughout 09-10 and in recent sessions with network and cluster support members, reviewers, and central team members, changes to note are:

- The expectations of the Underdeveloped (UD) category have been described and included in the rubric
- Some language from the Underdeveloped with Proficient Features (UPF) category has moved to UD because it aptly describes the lowest level of expectations
- UPF is now called “Developing”
- The language describing all 20 of the indicators has remained the same, except for 2.2, which now more clearly articulates expectations of the quality and alignment of assessments used by teachers, and 2.3, which includes some language from 09-10 indicator 2.2
- Language has been added or refined across the rubric in an attempt to bring clarity to areas that have created confusion
- There is language included in four indicators (4.3.a, 5.1.a-c, 5.2.a, 5.3.a) related to the Common Core Standards, which is referred to as “the evolving state standards”.

As noted in Principals Weekly, there will be sessions in each borough in early July for feedback on the draft below. After these sessions, by the end of July, the QR rubric will be finalized and re-posted on-line.

Quality Review Criteria Rubric 2010-2011 Quality Statement 1

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

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards</p>	<p>a) School leaders and faculty do not consistently align the curriculum to State standards or curricula does not emphasize key standards</p> <p>b) Curricula or academic tasks do not typically emphasize rigorous habits or higher order skills*</p> <p>c) Curricula and academic tasks do not reflect planning to engage a diversity of learners</p> <p><i>*Examples of higher order skills include: Critical thinking, problem solving, interpretation, accessing and analyzing information, reasoning, making connections across content and texts, collaboration in teams, curiosity, imagination</i></p>	<p>a) School leaders and faculty align curricula to State standards and are making purposeful choices about the key standards to emphasize</p> <p>b) Curricula and academic tasks emphasize rigorous habits and higher order skills, but are inconsistent across grades or subject areas</p> <p>c) Curricula and academic tasks reflect planning to engage a diversity of learners</p>	<p>a) School leaders and faculty align curricula to State standards and make purposeful decisions to emphasize key standards in order to close the achievement gap or focus on college-readiness</p> <p>b) Curricula and academic tasks consistently emphasize rigorous habits and higher order skills across grades and subject areas</p> <p>c) Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners are challenged and engaged</p>	<p>a) School leaders and faculty align curricula to State standards, make purposeful decisions to emphasize key standards in order to close the achievement gap or focus on college-readiness, and align curricula across grades and subject areas</p> <p>b) Rigorous habits and higher order skills are emphasized in curricula and academic tasks, and are embedded in a coherent way across grades and subject areas</p> <p>c) Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the lowest and highest achieving students, special education students, and English language learners are challenged and engaged</p>
<p>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products</p>	<p>a) Across classrooms teaching practices are not typically aligned to the curriculum or reflective of a belief about how students learn best</p> <p>b) Across classrooms teaching strategies and routines are typically generic and undifferentiated</p> <p>c) Across classrooms teaching strategies and routines lead to a general lack of engagement and thinking, as evidenced in student work products and processes</p>	<p>a) Across classrooms teaching practices are becoming aligned to the curriculum and reflective of a set of beliefs about how students learn best</p> <p>b) Across classrooms teaching strategies and routines inconsistently offer differentiated learning opportunities for students</p> <p>c) Across classrooms teaching strategies and routines lead to uneven levels of student engagement and thinking, as evidenced in student work products and processes</p>	<p>a) Across classrooms teaching practices are typically aligned to the curriculum and reflect an articulated set of beliefs about how students learn best</p> <p>b) Across classrooms teaching strategies and routines are typically differentiated so that learners have multiple entry points into the curricula</p> <p>c) Across classrooms teaching strategies and routines lead to a general level of student engagement and thinking, as evidenced in student work products and processes</p>	<p>a) Across classrooms teaching practices are aligned to the curriculum and reflect a coherent set of beliefs about how students learn best that is informed by discussions at the team and school level</p> <p>b) Across classrooms teaching strategies and routines are strategically differentiated so that all learners have multiple entry points, supports, and extensions into the curricula</p> <p>c) Across classrooms teaching strategies and routines lead to high levels of student engagement and thinking, as evidenced in work products and processes</p>

Quality Review Criteria Rubric 2010-2011 Quality Statement 1 (cont.)

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

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs</p>	<p>a) The use of resources (e.g. budget, space, technology, coaches) is not well aligned to the school's instructional goals</p> <p>b) The use of teacher and student time is not well aligned to the school's instructional goals</p> <p>c) The student program groupings and teacher assignments are not well aligned to the school's instructional goals</p>	<p>a) Alignment between the use of resources (e.g. budget, space, technology, coaches) and the school's instructional goals is developing</p> <p>b) Alignment between the use of teacher and student time and the school's instructional goals is developing</p> <p>c) Alignment between student program groupings and teacher assignments and the school's instructional goals is developing</p>	<p>a) The use of resources (e.g. budget, space, technology, coaches) and other organizational decisions are well aligned to the school's instructional goals</p> <p>b) The use of teacher and student time is well aligned to the school's instructional goals (e.g. creating time for teacher teams to meet regularly)</p> <p>c) Student program groupings and teacher assignments (e.g. teacher total student load) are well aligned to the school's instructional goals so that teams of teachers share responsibility for meeting the needs of a manageable cohort of students</p>	<p>a) The use of resources (e.g. budget, space, technology, coaches) and other organizational decisions are well aligned to the school's instructional goals and long-range plans</p> <p>b) The use of teacher and student time is well aligned to the school's instructional goals (e.g. creating time for teacher teams to meet regularly), and this time is used to improve instruction and/or student outcomes</p> <p>c) Student program groupings and teacher assignments are strategic (e.g. teacher total student load, effective teachers placed to eliminate achievement gap), promoting accountable collaboration among faculty so that groups of teachers hold themselves accountable for their students' progress and for attaining school instructional goals</p>
<p>1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults</p>	<p>a) The tone of the school is not respectful or orderly</p> <p>b) There are limited supports provided to students who need them</p> <p>c) Students demonstrate a limited interest in learning and desire to succeed</p>	<p>a) There is a generally respectful tone in the school, and the school is working to address areas of need or inconsistency</p> <p>b) The school has a developing strategy for providing targeted child/youth development supports to students who need them, but supports do not consistently align with student learning needs</p> <p>c) Students show interest in their learning and a desire to succeed, and indicate (when developmentally possible) that the school supports their personal and academic development</p>	<p>a) The school has a safe environment that is conducive to student and adult learning; students and adults treat each other respectfully</p> <p>b) Each student's needs are known by at least one adult who helps to coordinate child/youth development supports</p> <p>c) Students are interested and engaged in their learning; want to succeed; and indicate (when developmentally possible) that the school strongly supports their social emotional learning and academic development</p>	<p>a) The school has a safe environment and inclusive culture that support progress towards the school's professional, academic, and child/youth development goals; the school uses data (e.g. the learning environment survey) to guide improvements</p> <p>b) Each student is known well by at least one adult who helps to coordinate child/youth development and other supports that are designed to impact the student's academic success</p> <p>c) Students are interested and engaged in their learning; want to succeed; indicate (when developmentally possible) that the school strongly supports their social emotional learning and academic development and that their voice and active participation influence school-wide decisions</p>

Quality Review Criteria Rubric 2010-2011 Quality Statement 2

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

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level</p>	<p>a) School leaders and faculty gather and analyze data that are insufficient to create an overview of the school's strengths and areas of need</p> <p>b) School leaders and faculty do not gather and analyze Periodic Assessment and classroom level data to understand progress among student subgroups (e.g. grade, subject, special populations)</p> <p>c) School leaders and faculty gather and analyze insufficient data to provide actionable feedback with regard to evaluating the effectiveness of school level decisions</p>	<p>a) School leaders and faculty inconsistently gather and analyze summative data such that a partial overview of the school's strengths and areas of need is created</p> <p>b) School leaders and faculty inconsistently gather and analyze Periodic Assessment and classroom-level data on student subgroups (e.g. grade, subject, special populations) to supplement summative data</p> <p>c) School leaders and faculty inconsistently gather and analyze data to provide actionable feedback with regard to evaluating the effectiveness of school level organizational decisions</p>	<p>a) School leaders and faculty gather and analyze a range of summative data (e.g. state assessments, attendance, safety, referrals, related services) in order to create an overview of the school's strengths and areas of need</p> <p>b) School leaders and faculty regularly gather and analyze Periodic Assessment and classroom level data on student subgroups (e.g. grade, subject, special populations) to supplement summative data</p> <p>c) School leaders and faculty gather and analyze a range of data that provides meaningful and actionable feedback with regard to evaluating the effectiveness of school level instructional and organizational decisions</p>	<p>a) School leaders and faculty gather and analyze a comprehensive range of summative data (e.g. state assessments, attendance, safety, referrals, related services, student work products, teacher observations, teacher value added data) that is supplemented by other assessment data, in order to create a clear portrait of the school's strengths and areas of need</p> <p>b) School leaders and faculty regularly gather and analyze Periodic Assessment and classroom level data on student subgroups (e.g. grade, subject, special populations), providing information to track progress and strategically adjust school practices (e.g. use of extended day, coaches)</p> <p>c) School leaders and faculty gather and analyze a range of data that is intentional, providing meaningful and actionable feedback to evaluate the effectiveness of school level goal setting, curricular, instructional, organizational and capacity-building decisions</p>
<p>2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level</p>	<p>a) Teams of teachers and individual teachers use or create assessments that are not aligned with key standards and curricula, or the analysis has no impact on classroom level, curricular, and instructional practices</p> <p>b) Teams of teachers and individual teachers do not supplement summative data analysis by examining Periodic Assessment data</p> <p>c) Teams of teachers and individual teachers do not gather and analyze data to differentiate instructional strategies</p>	<p>a) Teams of teachers and individual teachers use or create assessments that are loosely aligned with key standards and curricula, providing a limited evaluation of the effectiveness of classroom level, curricular, and instructional decisions</p> <p>b) Teams of teachers and individual teachers supplement summative data analysis by examining Periodic Assessment data but do not identify strengths and needs of student subgroups (e.g. grade, subject, special populations)</p> <p>c) Teams of teachers and individual teachers inconsistently gather and analyze classroom level data (e.g., student work, diagnostic assessments, projects) to supplement summative and Periodic Assessment data, create a picture of individual students' strengths and areas of need, and differentiate instructional strategies</p>	<p>a) Teams of teachers and individual use or create assessments that are aligned with school's key chosen standards and curricula, providing feedback on the effectiveness of classroom level, curricular, and instructional decisions</p> <p>b) Teams of teachers and individual teachers supplement summative data analysis by examining Periodic Assessment data to identify strengths and needs of student subgroups (e.g. grade, subject, special populations)</p> <p>c) Teams of teachers and individual teachers consistently gather and analyze classroom level data (e.g., student work, diagnostic assessments, projects) to supplement summative and Periodic Assessment data, create a picture of individual students' strengths and areas of need, and differentiate instructional strategies</p>	<p>a) Teams of teachers and individual teachers use or create assessments that offer a clear portrait of student mastery of the school's chosen key standards and curricula, providing meaningful and actionable feedback on the effectiveness of classroom level, curricular, and instructional decisions.</p> <p>b) Teams of teachers and individual teachers consistently supplement summative data analysis by examining Periodic Assessment and classroom level data on student subgroups (e.g. grade, subject, special populations) to identify strengths and needs, track progress, and adjust classroom level curricular and instructional decisions</p> <p>c) Teams of teachers and individual teachers develop expertise in selecting and/or designing assessments to gather and analyze classroom level data (e.g., student work, diagnostic assessments, projects) to supplement summative and Periodic Assessment data, create a picture of individual students' strengths and areas of need, and differentiate instructional strategies</p>

Quality Review Criteria Rubric 2010-2011 Quality Statement 2 (cont.)

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

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends</p>	<p>a) School leaders and faculty do not use tools to aggregate and organize data</p> <p>b) Teams of teachers do not have tools to look at aggregated information about student performance trends</p> <p>c) The use of tools to aggregate and organize data by individual teachers is highly uneven across the school</p>	<p>a) School leaders and faculty use tools to aggregate and organize data, but the data are inconsistently accessible or do not provide information about overall trends in student performance</p> <p>b) Teams of teachers use tools to organize data, but the data are inconsistently accessible or do not provide aggregated information about student performance trends</p> <p>c) Teachers across the school are building capacity to use or develop tools to aggregate and organize data for classroom level decisions</p>	<p>a) School leaders and faculty use or develop tools to aggregate and organize data so that trends in student performance are accessible and useful for making school level decisions</p> <p>b) Teams of teachers use or develop tools that enable them to aggregate and organize data so that information about the trends in student performance is accessible and useful for making curricular and instructional decisions</p> <p>c) Individual teachers across the school use or develop tools to aggregate and organize data so that it is accessible and useful for making classroom level decisions</p>	<p>a) School leaders and faculty use or develop tools to aggregate and organize data so that trends in student performance and performance of key subgroups are accessible and useful for making school level decisions</p> <p>b) Teams of teachers use or develop tools that enable them to aggregate and organize data so that information about trends in student performance, including key subgroups, is accessible and useful for making curricular and instructional decisions</p> <p>c) Individual teachers across the school use or develop tools to aggregate and organize data so that information about trends in student performance, including key subgroups, is accessible and useful for making classroom level decisions</p>
<p>2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes</p>	<p>a) School leaders and faculty provide minimal feedback to students and families regarding progress toward meeting school standards and expectations</p> <p>b) There is little evidence of reflective practices across classrooms (as developmentally appropriate)</p> <p>c) Parents are not supported in learning about or using tools to understand student performance</p>	<p>a) School leaders and faculty provide students and families with feedback regarding student progress toward meeting school standards and expectations</p> <p>b) Across classrooms teachers are developing reflective practices through which students assess their own progress (as developmentally appropriate)</p> <p>c) The school is developing systems to help families use tools (such as ARIS Parent Link) to understand student performance</p>	<p>a) School leaders and faculty engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school standards and expectations, including information on students' strengths and weaknesses</p> <p>b) Across classrooms teachers have developed reflective practices through which students assess their own progress (as developmentally appropriate)</p> <p>c) School leaders and faculty help families use tools (such as ARIS Parent Link) in a timely way to understand student performance</p>	<p>a) School leaders and faculty engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school standards and expectations, including information on students' strengths, weaknesses and next learning steps</p> <p>b) Across classrooms teachers have developed reflective practices and routines through which students assess their own progress and articulate next learning steps (as developmentally appropriate)</p> <p>c) School leaders and faculty help families use tools (including ARIS Parent Link) to understand student performance, and engage in sufficient and timely communications with families to enable them to collaborate with the school to support student learning</p>

Quality Review Criteria Rubric 2010-2011 Quality Statement 3

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

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community</p>	<p>a) School level goals and action plans are not clear or are not focused</p> <p>b) Goal setting and action planning occur at the school level, but are not informed by a data driven needs assessment</p> <p>c) School leaders do not effectively involve and/or communicate with the school community, including teachers, families and age-appropriate students, during school level planning processes (e.g. needs assessment, goal setting and action planning)</p>	<p>a) There is a short list of school level goals <u>but they do not drive efforts to accelerate student learning</u></p> <p>b) Goal setting and action planning occur at the school level, <u>but have a surface connection to data</u></p> <p>c) School leaders involve and communicate with the school community, including teachers, families and age-appropriate students, <u>in a limited way during school level planning processes</u> (e.g. needs assessment, goal setting and action planning)</p>	<p>a) There is a short list of clear, focused school level goals and action plans, (annual and interim) apparent in the CEP and/or other planning documents, which drives efforts to accelerate student learning</p> <p>b) Goal setting and action planning at the school level are informed by a comprehensive data driven needs assessment</p> <p>c) School leaders effectively involve and communicate with the school community, including teachers, families and age-appropriate students, during school level planning processes (e.g. needs assessment, goal setting and action planning)</p>	<p>a) There is “theory of action” – which includes a rationale for the short list of clear, focused school level goals and action plans (long-range, annual, and interim) apparent in the CEP and/or other planning documents – that is thoughtfully designed to leverage changes that explicitly link to accelerated student learning</p> <p>b) Goal setting and action planning at the school level are informed by a comprehensive data driven needs assessment, analyzing student outcomes and existing instructional and organizational practices with regard to closing the achievement gap and/or college-readiness expectations</p> <p>c) School leaders effectively involve and communicate with the school community, including teachers, families and age-appropriate students, during school level planning processes (e.g. needs assessment, goal setting and action planning) in a way that generates a broad base of support for the school’s direction</p>
<p>3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals** for student subgroups, and students in need of additional support</p> <p>**Learning goals are defined by what students should know and be able to do embedded in curricula</p>	<p>a) Individual teachers and teacher teams do not set data informed goals for groups of students</p> <p>b) Individual teachers and teacher teams do not use data to identify which students need additional supports, or do not set learning goals for these students based on the data and related to the curriculum</p> <p>c) Team and classroom level goals are not focused on improving classroom practice</p>	<p>a) Individual teachers and teacher teams are developing systems to set data informed goals for groups of students</p> <p>b) Individual teachers and teacher teams use data to identify which students need additional supports, and set learning goals for those students, but these goals may not be based on the data or related to the curriculum</p> <p>c) Team and classroom level goals are intended to improve classroom practice</p>	<p>a) Individual teachers and teacher teams use data to set goals for groups of students for whom they are responsible (e.g. class, grade level, department, special needs students, English Language Learners)</p> <p>b) Individual teachers and teacher teams analyze data to identify which students need additional supports and set differentiated learning goals for those students to accelerate their learning so all students are on a path to mastery of standards in the curriculum</p> <p>c) Team and classroom level goals have leveraged changes in classroom practice</p>	<p>a) Individual teachers and teacher teams use data to set annual and interim goals for groups of students for whom they are responsible (e.g. class, grade level, department, special needs students, English language learners)</p> <p>b) Individual teachers and teacher teams effectively and consistently analyze data to identify which students need additional supports and extensions, and set differentiated annual and interim learning goals for those students to accelerate their learning so all students are on a path to mastery of standards in the curriculum and fulfilling their potential</p> <p>c) Team and classroom level goals have leveraged changes in classroom practice to accelerate student learning</p>

Quality Review Criteria Rubric 2010-2011 Quality Statement 3 (cont.)

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

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level</p> <p>***Common assessment: a group of teachers agree on one shared assessment or framework to evaluate student progress across classes and over time</p>	<p>a) School leaders use data to track progress of school-wide goals</p> <p>b) Teacher teams and individual teachers do not use Periodic Assessment and/or classroom level tools to track progress and adjust goals for student subgroups</p> <p>c) The practice of providing feedback to students and families on students' progress and opportunities for support or enrichment is limited</p>	<p>a) School leaders use Periodic Assessment and other data to track progress and make adjustments to school-wide plans and goals during the course of the year</p> <p>b) Teacher teams and individual teachers use Periodic Assessment and/or classroom level tools to track progress and adjust goals for student subgroups, but the assessments are not common***</p> <p>c) The practice of providing feedback to students and families on students' progress and opportunities for support or enrichment is inconsistent across teachers</p>	<p>a) School leaders and faculty use Periodic Assessment and other data to track progress and effectively adjust school-wide plans and goals during the course of the year; these adjustments are communicated to the school community</p> <p>b) Teacher teams and individual teachers use common Periodic Assessment and/or classroom level tools to track progress and adjust plans and goals for student subgroups during the course of the year</p> <p>c) The practice of providing feedback to students and families on students' progress and opportunities for support or enrichment is consistent across teachers</p>	<p>a) School leaders and faculty use Periodic Assessment and other data to track progress and communicate with school community about this information so adjustments made to school-wide plans and goals during the course of the year have a positive impact and are supported by the school community</p> <p>b) Teacher teams and individual teachers use common Periodic Assessment and classroom level tools to track progress and adjust plans and goals for student subgroups and targeted individual students during the course of the year</p> <p>c) The practice of providing feedback to students and families on students' progress and opportunities for support or enrichment is consistent across teachers, and there is evidence that this feedback is understood and used by students and families</p>
<p>3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community</p>	<p>a) School leaders and faculty communicate inconsistent expectations (including attendance, behavior and academic performance) to students and families</p> <p>b) School leaders only offer limited opportunities for families to participate in school decision-making</p> <p>c) School leaders offer limited opportunities for involvement and leadership of families in important school activities</p>	<p>a) School leaders and faculty communicate consistent expectations (including attendance, behavior and academic performance) to students and families but the expectations are not appropriately challenging or high</p> <p>b) School leaders and faculty offer multiple opportunities for families to participate in school decision-making</p> <p>c) School leaders and faculty offer multiple opportunities for involvement and leadership of families in important school activities</p>	<p>a) School leaders, faculty, parent coordinator, and other support staff consistently communicate high expectations (including attendance, behavior and academic performance) to students and families</p> <p>b) School leaders and faculty engage parents in school decision-making</p> <p>c) School leaders, faculty, parent coordinator and other support staff promote involvement and leadership of families in important school activities</p>	<p>a) School leaders, faculty, parent coordinator, and other support staff consistently communicate high expectations (including attendance, behavior and academic performance) to students and families in ways that explain how students and families can meet these expectations</p> <p>b) School leaders and faculty consistently engage parents in school decision making, which results in a shared commitment to the school's high expectations and goals</p> <p>c) School leaders, faculty, parent coordinators and other support staff promote involvement and leadership of families in important school activities and provide supports to enable this participation (e.g. childcare, parent leadership workshops)</p>

Quality Review Criteria Rubric 2010-2011 Quality Statement 4

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

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers</p>	<p>a) There is little evidence of a common instructional focus and a coherent school culture supported by a majority of the faculty</p> <p>b) School leaders provide <u>general or limited</u> feedback to teachers</p> <p>c) Support for teachers is limited to mandated mentoring for new teachers and general professional development opportunities</p>	<p>a) A common instructional focus among school leaders and faculty or a coherent school culture is supported by a majority of faculty</p> <p>b) School leaders provide specific feedback for teachers based on classroom observations</p> <p>c) School leaders provide more than mandated mentoring for new teachers, and professional development supports for teachers who seek to improve their pedagogy and content knowledge</p>	<p>a) A common instructional focus and coherent school culture are supported by a majority of faculty</p> <p>b) School leaders make performance management decisions and provide feedback to support teachers’ development based on analysis of student data, student work products and classroom observations</p> <p>c) School leaders provide a range of supports in pedagogy and content knowledge for teachers, including mentoring, teacher teaming, coaching, and targeted professional development opportunities, with special attention to faculty who are new to the profession or new to the school</p>	<p>a) A common instructional focus and a coherent school culture are actively supported by the vast majority of faculty</p> <p>b) School leaders make performance management decisions and provide actionable feedback to support the next learning step for each teacher based on analysis of student data, student work products and classroom observations</p> <p>c) School leaders provide differentiated support for teachers based on their specific developmental, pedagogical, and content knowledge needs, through mentoring, teacher teaming, coaching, and targeted professional development opportunities, with special attention to faculty who are new to the profession or new to the school</p>
<p>4.2 Engage in structured professional collaborations on teams using an inquiry approach**** that promotes shared leadership and focuses on improved student learning</p> <p>****<i>Inquiry approach</i> is defined by the expectations of teacher teams in 4.2.b and across this rubric</p>	<p>a) A minority of teachers are engaged in structured professional collaboration on teams using an inquiry approach; other team work may focus on problem-solving for individual students or non-instructional supports</p> <p>b) Teacher team meetings typically result in adjustments to programmatic interventions and out of classroom resources to improve learning outcomes for students whom they share or are focused on</p> <p>c) There are limited opportunities for faculty to influence key decisions that affect student learning across the school</p>	<p>a) A majority of teachers are engaged in structured professional collaboration on teams, and the use of an inquiry approach is developing across the teams; other team work may focus on problem-solving for individual students or non-instructional supports</p> <p>b) Teacher teams unevenly analyze student assessment data and student work, resulting in adjustments to in and out of classroom resources to improve learning outcomes for students whom they share or are focused on</p> <p>c) Distributed leadership structures are developing to include teachers in key decisions that affect student learning across the school</p>	<p>a) A majority of teachers are engaged in structured professional collaboration on teams, using an inquiry approach</p> <p>b) Teacher teams consistently analyze student assessment data and student work, resulting in adjustments to classroom decisions and resources to improve learning outcomes for students they share or are focused on</p> <p>c) Distributed leadership structures are in place so that teachers have a voice in key decisions that affect student learning across the school</p>	<p>a) A vast majority of teachers are engaged in structured professional collaboration on teams, using an inquiry approach</p> <p>b) Teacher teams systematically analyze student assessment data, student work, and key elements of teacher work, resulting in adjustments to curriculum, instruction, assessments and resource allocation to improve learning outcomes for students they share or are focused on</p> <p>c) Distributed leadership structures are embedded so that teachers play an integral role in key decisions that affect student learning across the school</p>

Quality Review Criteria Rubric 2010-2011 Quality Statement 4 (cont.)

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

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes</p>	<p>a) Professional learning opportunities at the school are disconnected from school goals or curricula</p> <p>b) School leaders rarely provide professional learning opportunities for their faculty to discuss their practice with each other, or the link between teacher practice and student work or outcomes is not the focus</p> <p>c) The school’s approach to building adult capacity provides limited opportunities for faculty and administrators to develop and practice leadership</p>	<p>a) Professional learning opportunities at the school are usually connected to school goals and curricula</p> <p>b) School leaders provide professional learning opportunities for their faculty to discuss their practice with each other, but the link between teacher practice and student work or outcomes is <u>not regularly</u> the focus</p> <p>c) The school’s approach to building adult capacity provides <u>regular</u> opportunities for faculty and administrators to develop and practice leadership</p>	<p>a) Professional learning opportunities at the school are purposeful and consistently aligned with schools goals and curricula, including exposure to the evolving state standards*****</p> <p>b) School leaders regularly provide professional learning opportunities for their faculty to discuss their practice, and the link between teacher practice and student work or outcomes is typically the focus</p> <p>c) The school’s approach to building adult capacity encourages faculty and administrators to develop and practice leadership</p> <p>*****Evolving state standards refers to the Common Core Standards plus additional standards adopted by NYSED</p>	<p>a) Professional learning opportunities at the school are purposeful and consistently aligned with schools goals and curricula, including exposure to the evolving state standards and a plan to address the impact these standards will have on adult learning needs</p> <p>b) School leaders, in collaboration with faculty, organize professional learning so faculty have regular opportunities to discuss their practice with peers, sharpen content expertise, visit colleagues’ classrooms and study student and teacher work with the goal of improving instruction and student outcomes</p> <p>c) The school’s approach to building adult capacity encourages faculty and administrators to develop and practice leadership as part of a conscious, data informed effort, to develop effective succession plans for key leaders in the school</p>
<p>4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students</p>	<p>a) School has not provided supports where needed that enable faculty and staff to create a consistently safe environment and respectful culture in the school</p> <p>b) School has not provided supports where needed that enable faculty and staff to consistently support students’ social and emotional needs</p> <p>c) School has not developed enough internal capacity or external partnerships to consistently provide child/youth development services for students and families in need</p>	<p>a) School is developing supports for faculty and staff to create a consistently safe environment and respectful culture in the school</p> <p>b) School is developing supports for faculty and staff to consistently support students’ social and emotional needs</p> <p>c) School is developing internal capacity or external partnerships to consistently provide child/youth development services for students and families in need</p>	<p>a) School provides professional development that enables faculty and staff to create a safe environment and respectful culture in the school</p> <p>b) School provides professional development that enables faculty and staff to support students’ social and emotional needs</p> <p>c) School has developed internal capacity and/or external partnerships to provide child/youth development services for students</p>	<p>a) School provides professional development that enables faculty and staff to sustain a safe environment and respectful culture in the school, which celebrates academic engagement and success</p> <p>b) School provides professional development that enables faculty and staff to provide students with opportunities for social-emotional learning and integrated supports for students’ social, emotional and academic growth</p> <p>c) School has developed internal capacity and/or external partnerships to provide child/youth development services for students and families in response to student needs</p>

Quality Review Criteria Rubric 2010-2011 Quality Statement 5

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

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school</p>	<p>a) School leaders and faculty sporadically evaluate and adjust curricular, instructional, and behavioral practices in response to student learning needs</p> <p>b) School leaders and faculty sporadically evaluate and adjust the use of organizational resources in response to student learning needs</p> <p>c) School leaders and faculty sporadically evaluate and adjust how instructional decisions align with and reinforce the school's capacity-building practices</p>	<p>a) School leaders and faculty are developing structures to regularly evaluate and adjust curricular and instructional practices in response to student learning needs</p> <p>b) School leaders and faculty are developing structures to regularly evaluate and adjust the use of organizational resources in response to student learning needs and the expectations of the evolving state standards</p> <p>c) School leaders and faculty are developing structures to regularly evaluate and adjust how instructional decisions align with and reinforce the school's capacity-building practices</p>	<p>a) School leaders and faculty have structures in place to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the evolving state standards</p> <p>b) School leaders and faculty have structures in place to regularly evaluate and adjust the use of organizational resources in response to student learning needs and the expectations of the evolving state standards</p> <p>c) School leaders and faculty have structures in place to regularly evaluate and adjust how instructional decisions align with and reinforce the school's capacity-building practices, with particular attention to what teachers need to learn to support student mastery of evolving state standards</p>	<p>a) School leaders and faculty have structures in place to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the evolving state standards, with a focus on building alignment and coherence between what is taught, and how it is taught</p> <p>b) School leaders and faculty have structures in place to regularly evaluate and adjust the use of organizational resources in response to student learning needs and the expectations of the evolving state standards, with a focus on building alignment and coherence between how the school is organized and strategies used to accelerate student learning</p> <p>c) School leaders and faculty have structures in place to regularly evaluate and adjust how decisions on curriculum, instruction, and resource-use align with and reinforce assessment and capacity-building practices, with particular attention to what teachers need to learn to support student mastery of evolving state standards</p>
<p>5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school</p>	<p>a) School leaders and faculty sporadically evaluate and adjust assessment practices and tools.</p> <p>b) School leaders and faculty sporadically evaluate and adjust the ways in which data are aggregated and organized.</p> <p>c) School leaders and faculty sporadically evaluate and adjust the process and format for sharing performance data with students and families.</p>	<p>a) School leaders and faculty are developing structures to regularly evaluate and adjust assessment practices and tools; school leaders have begun planning to integrate the expectations of the evolving state standards into assessment practices</p> <p>b) School leaders and faculty are developing structures to regularly evaluate and adjust the ways in which data are aggregated and organized</p> <p>c) School leaders and faculty are developing structures to regularly evaluate and adjust the process and format for sharing performance data with students and families</p>	<p>a) School leaders and faculty have structures in place to regularly evaluate and adjust assessment practices and tools; school leaders and targeted staff have begun planning to integrate the expectations of the evolving state standards into assessment practices</p> <p>b) School leaders and faculty have structures in place to regularly evaluate and adjust the ways in which data are aggregated and organized</p> <p>c) School leaders and faculty have structures in place to regularly evaluate and adjust the process and format for sharing performance data with students and families</p>	<p>a) School leaders and faculty have structures in place to regularly evaluate and adjust assessment practices and tools, with a focus on building alignment and coherence between what students need to know and be able to do, what is taught, and how teachers assess what students have learned; school leadership and targeted teams have begun planning to integrate the expectations of the evolving state standards into assessment practices</p> <p>b) School leaders and faculty have structures in place to regularly evaluate and adjust the ways in which data are aggregated and organized, with a focus on building alignment and coherence between the use of these data tools and teacher teams' structured professional collaboration</p> <p>c) School leaders and faculty have structures in place to regularly evaluate and adjust the process and format for sharing performance data with students and families, with a focus on ensuring that this information is accessible and helps students understand their next learning steps</p>

Quality Review Criteria Rubric 2010-2011 Quality Statement 5 (cont.)

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

Indicators	Underdeveloped	Developing	Proficient	Well Developed
<p>5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time</p>	<p>a) The annual goal setting and evaluation processes are not well aligned from one year to the next, weakening long-term impact</p> <p>b) School leaders do not have systems for measuring progress towards interim goals and identifying areas where improvements in plans or strategies are needed</p> <p>c) Teams of teachers and individual teachers do not have systems for measuring progress towards interim goals they have set for groups of students or targeted individual students</p>	<p>a) Alignment of the annual planning processes (e.g. CEP, Quality Review SSEF, and other similar exercises) from one year to the next is developing</p> <p>b) School leaders are developing systems for measuring progress towards interim goals and identifying areas where improvements in plans or strategies are needed</p> <p>c) Teams of teachers and individual teachers are developing systems for measuring progress towards interim goals they have set for groups of students or targeted individual students</p>	<p>a) There is alignment of the annual planning processes and the school engages in long-term (i.e. multi-year) planning, monitoring and revising plans based on evidence of student performance</p> <p>b) School leaders have systems for measuring progress towards interim goals and identifying areas where improvements in plans or strategies are needed</p> <p>c) Teams of teachers and individual teachers have systems for measuring progress towards interim goals they have set for groups of students or targeted individual students</p>	<p>a) The annual planning processes are strategically aligned to strengthen long-range impact, and the school engages in long-term (i.e. multi-year) planning, monitoring and revising plans based on evidence of student performance and the expectations of the evolving state standards</p> <p>b) School leaders have systems for measuring progress towards interim goals and identifying areas where improvements in plans or strategies are needed; these processes are transparent and inclusive in ways that lead to genuine ownership of the goals by the faculty</p> <p>c) Teams of teachers and individual teachers have systems for measuring progress towards interim goals they have set for groups of students or targeted individual students; a culture exists on the faculty where sharing and studying this information is valued as part of a collective effort to improve instructional practices</p>
<p>5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies</p>	<p>a) School leaders <u>inconsistently</u> evaluate the effectiveness of teacher teams engaged in structured professional collaboration</p> <p>b) School leaders <u>inconsistently</u> use data to evaluate the effectiveness of teacher capacity-building and mentoring supports for new teachers</p> <p>c) School leaders and faculty <u>inconsistently</u> evaluate the school's leadership development opportunities and structures to support distributed leadership</p>	<p>a) School leaders are developing systems to regularly evaluate the effectiveness of teacher teams engaged in structured professional collaboration</p> <p>b) School leaders are developing systems to regularly use data to evaluate the effectiveness of teacher capacity-building and mentoring supports for new teachers</p> <p>c) School leaders and faculty are developing systems to regularly evaluate the school's leadership development opportunities and structures to support distributed leadership</p>	<p>a) School leaders and faculty have systems to regularly evaluate the effectiveness of teacher teams engaged in structured professional collaboration and make improvements to support this work as needed</p> <p>b) School leaders and faculty have systems to regularly use student assessment data to evaluate the effectiveness of teacher capacity-building, teacher retention, and mentoring supports for new teachers</p> <p>c) School leaders and faculty have systems to regularly evaluate the school's leadership development opportunities and structures to support distributed leadership</p>	<p>a) School leaders and faculty have systems to regularly evaluate the effectiveness of teacher teams engaged in structured professional collaboration and make improvements to support this work as needed; these teams drive efforts to build coherence between curricular, instructional, assessment, and organizational practices</p> <p>b) School leaders and faculty have systems to regularly use student assessment data, classroom observations, and teacher feedback to evaluate the effectiveness of teacher capacity-building, teacher retention, and mentoring supports for new teachers</p> <p>c) School leaders and faculty have systems to regularly evaluate the school's leadership development opportunities and structures to support distributed leadership with a focus on using teacher teams and other school decision making processes to support the development of teacher leaders</p>