

## Quality Review 2010-11: Big Ideas by Indicator

<b>Quality Statement 1. <i>Instructional and organizational coherence</i></b>			
<b>Indicator 1.1</b> <i>Rigorous and engaging curriculum</i>	<b>Indicator 1.2</b> <i>Differentiated instruction aligned to beliefs</i>	<b>Indicator 1.3</b> <i>Aligned resource-use</i>	<b>Indicator 1.4</b> <i>Positive learning environment</i>
<b>Quality Statement 2. <i>Gather and analyze data</i></b>			
<b>Indicator 2.1</b> <i>School level assessment data analysis</i>	<b>Indicator 2.2</b> <i>School level alignment of assessments to curriculum</i>	<b>Indicator 2.3</b> <i>Data tools for decision making</i>	<b>Indicator 2.4</b> <i>Data reflection and communication</i>
<b>Quality Statement 3. <i>Plan and set goals</i></b>			
<b>Indicator 3.1</b> <i>School level theory of action and goals</i>	<b>Indicator 3.2</b> <i>Teacher team and classroom level goals</i>	<b>Indicator 3.3</b> <i>Assessments used to make adjustments and provide feedback</i>	<b>Indicator 3.4</b> <i>Clear expectations and family engagement</i>
<b>Quality Statement 4. <i>Align capacity building</i></b>			
<b>Indicator 4.1</b> <i>Instructional focus and differentiated support for teachers</i>	<b>Indicator 4.2</b> <i>Teacher teams engaged in collaborative inquiry</i>	<b>Indicator 4.3</b> <i>Teacher leadership development and instructional capacity</i>	<b>Indicator 4.4</b> <i>Support for meeting child/youth development needs</i>
<b>Quality Statement 5. <i>Monitor and revise</i></b>			
<b>Indicator 5.1</b> <i>Evaluate instructional and resource decisions</i>	<b>Indicator 5.2</b> <i>Evaluate assessment and data systems</i>	<b>Indicator 5.3</b> <i>Evaluate planning and goal setting systems</i>	<b>Indicator 5.4</b> <i>Evaluate adult capacity building systems</i>

## Quality Review 2010-11: Big Ideas by Sub-indicator

<b>Quality Statement 1. <i>Coherence of curriculum, instruction and organizational decisions</i></b>			
<b>Indicator 1.1</b> a) Curricula aligned to key standards b) Rigorous habits and higher order skills c) Challenging and engaging curricula for all	<b>Indicator 1.2</b> a) Shared beliefs aligned to pedagogy b) Differentiating for all learners c) High levels of student engagement	<b>Indicator 1.3</b> a) Resources aligned to instructional goals b) Use of time aligned to instructional goals c) Student programs aligned to teacher talent and instructional goals	<b>Indicator 1.4</b> a) Safe and inclusive school culture b) Each student known well c) Students participate in learning and school decisions
<b>Quality Statement 2. <i>Gather, analyze and share assessment information to understand school and student progress</i></b>			
<b>Indicator 2.1</b> a) School analysis of summative assessment data b) School analysis of Periodic and classroom assessment data c) Actionable feedback for school decision-making	<b>Indicator 2.2</b> a) Teacher and team alignment of summative assessment data b) Teacher and team alignment of Periodic Assessment data c) 'Assessment for learning' practices using classroom data	<b>Indicator 2.3</b> a) Data tools for aggregating school-level decisions b) Data tools in teams for aggregating curricular and instructional decisions c) Data tools for aggregating classroom-level decisions	<b>Indicator 2.4</b> a) Communicating progress to families b) Student self-reflection c) Family use of progress-tracking tools
<b>Quality Statement 3. <i>Use data to inform theory of action, set and track ambitious goals, and adjust plans</i></b>			
<b>Indicator 3.1</b> a) Goals and theory of action linked to adult and student learning needs b) Goals and action plans informed by a data driven needs assessment c) Community involved in setting goals and action plans	<b>Indicator 3.2</b> a) Annual and interim goals for student groups, students in need b) Data analysis of differentiated goals for supports and extensions c) Goals that leverage change in classroom practice	<b>Indicator 3.3</b> a) School-wide adjustment of goals and plans from Periodic Assessment data b) Teacher and team adjustments of goals and plans from common assessment data c) Consistent feedback practices	<b>Indicator 3.4</b> a) Communicating high and clear expectations b) Commitment of family to school goals c) Family engagement and involvement
<b>Quality Statement 4. <i>Professional collaboration and leadership development aligned to goals and student needs</i></b>			
<b>Indicator 4.1</b> a) Common instructional focus b) Data-informed performance management decisions c) Differentiated support for all teachers	<b>Indicator 4.2</b> a) Teachers in teams engaged in collaborative inquiry b) Collaborative inquiry approach influencing curriculum, teaching and learning c) Distributed leadership structures embedded	<b>Indicator 4.3</b> a) Professional development aligned with school goals b) Teacher practice evaluated through lens of student work c) Multiple leadership development opportunities	<b>Indicator 4.4</b> a) Professional development for safe and inclusive school culture b) Professional development to meet student emotional needs c) Internal capacity or external partnerships for child/youth development
<b>Quality Statement 5. <i>Structures for monitoring progress, evaluating success, and adjusting plans and actions</i></b>			
<b>Indicator 5.1</b> a) Evaluating curricula and instruction b) Evaluating use of resources c) Evaluating system of decision-making	<b>Indicator 5.2</b> a) Evaluating assessment practices and tools b) Evaluating data systems c) Evaluating system to communicate progress with students and families	<b>Indicator 5.3</b> a) Long-term and annual planning aligned b) Evaluating progress toward goals using interim benchmarks c) Teacher and team evaluation of interim goals for student groups	<b>Indicator 5.4</b> a) Evaluating teacher team effectiveness b) Evaluating effectiveness of teacher capacity-building, retention, and mentoring c) Evaluating leadership development and distributed leadership