

2011-2012 Quality Review Rubric

The changes to the 2011-2012 QR Rubric reflect an attempt to balance a need for alignment with the priorities of the Department and a need to provide schools with a consistent evaluation tool over time. There are two types of changes on the rubric: a) revisions that integrate the DOE priorities and b) revisions to clarify language and expectations that were problematic in 2010-11. There are a few areas where information is moved to be more coherent, but those areas involve no significant change in expectations.

Indicators	Underdeveloped	Developing	Proficient	Well Developed
------------	----------------	------------	------------	----------------

*Blue font denotes new language; red font denotes moved and condensed language.

Revisions to Integrate the DOE vision:

- 1.1 and 1.2 gives full inclusion of SwD and ELLs and notes CCLS tasks integration
- 1.3 articulates frequency of teacher team meetings and notes that outcomes must include “meaningful student work”
- 2.1 and 4.1 align with the expectations for feedback to and development of teachers
- 4.2 aligns with expectations of preparing rigorous CCLS tasks
- 4.3 includes CCLS and adds professional development for school leaders
- 5.1, 5.2, and 5.3 align to include new expectations around CCLS
- 3.4 now fully focuses on high expectations throughout the school, and includes “guidance/advisement” supports (also in 4.4)

Revisions to Clarify Language/Expectations

- 1.2 includes “questioning”, “participation”, and “discussion across classrooms”
- 1.4 includes “attendance”
- 2.2c clarifies expectations around ongoing checks for understanding
- 2.3 clarifies expectations about a coherent grading policy

3.4	4.1
Proficient	Proficient
a) School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the school’s common teaching framework) to the entire staff, and provide training and have a system of accountability for those expectations	a) School leaders support teachers’ development, including those new to the profession, with feedback and next steps from short, frequent cycles of classroom observation and student work/data
b) School leaders and staff consistently communicate high expectations (attendance, academic performance, behavioral, postsecondary, etc.) to families, and offer opportunities for families to learn how they can prepare students for their next level	b) Feedback to teachers accurately captures strengths, challenges, and next steps using a research-based, common framework or rubric that articulates clear expectations for teacher practice
c) Teacher teams and staff communicate high expectations for all students, and provide guidance/advisement supports to ensure that students achieve them	c) School leaders have an effective system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers

<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><i>*CCLS tasks: In 2011-12 each student, in every grade, will engage in one literacy and one math task aligned to selected NYSED P-12 Common Core Learning Standards (CCLS)</i></p>	<p>a) School leaders and faculty do not consistently align the curriculum to State standards; or curricula does not emphasize key standards or support the integration of CCLS tasks*</p> <p>b) Curricula or academic tasks do not typically emphasize rigorous habits or higher order skills**</p> <p>c) Curricula or academic tasks do not reflect planning to cognitively engage a diversity of learners</p> <p>**Examples of higher order skills include: <i>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 and how to integrate the CCLS tasks</p> <p>b) Curricula and academic tasks emphasize rigorous habits and higher order skills, but are inconsistent across grades, subject areas, or for students with disabilities and English language learners (ELLs)</p> <p>c) Curricula and academic tasks reflect planning to cognitively 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 and integrate the CCLS tasks in order to close the achievement gap and promote postsecondary readiness in all grades</p> <p>b) Curricula and academic tasks consistently emphasize rigorous habits and higher order skills across grades and subject areas, and for students with disabilities and ELLs</p> <p>c) Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including students with disabilities and ELLs, are cognitively engaged</p>	<p>a) School leaders and faculty align curricula to State standards, make purposeful decisions to emphasize key standards, integrate the CCLS tasks, and align curricula across grades and subject areas in order to close the achievement gap and promote postsecondary readiness in all grades</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 so that all learners, including students with disabilities and ELLs, must demonstrate their thinking</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, students with disabilities, and ELLs are cognitively 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, questioning, and routines are typically generic and undifferentiated</p> <p>c) Across classrooms teaching strategies, questioning, and routines lead to a general lack of student thinking and participation, as evidenced in student work products and discussion</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, questioning, and routines inconsistently offer differentiated learning opportunities for students, including students with disabilities and ELLs</p> <p>c) Across classrooms teaching strategies, questioning, and routines lead to uneven levels of student thinking and participation, as evidenced in student work products and discussion</p>	<p>a) Across classrooms teaching practices are aligned to the curriculum and reflect an articulated set of beliefs about how students learn best</p> <p>b) Across classrooms teaching strategies, questioning, and routines are consistently differentiated so that learners, including students with disabilities and ELLs, have multiple entry points into the curricula</p> <p>c) Across classrooms teaching strategies, questioning, and routines lead to a general level of student thinking and participation, as evidenced in student work products and discussion</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, questioning, and routines are strategically differentiated so that all learners, including students with disabilities and ELLs, have multiple entry points, supports, and extensions into the curricula</p> <p>c) Across classrooms teaching strategies, questioning, and routines lead to high levels of student thinking and participation, as evidenced in student work products and discussion</p>

Quality Review Criteria Rubric 2011-2012

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

Quality Review Criteria Rubric 2011-2012 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 evidenced by meaningful student work products</p>	<p>a) The use of resources (e.g., budget, space, technology, coaches) is not well aligned to the school's instructional goals as evident in meaningful student work products</p> <p>b) The use of staff and student time is structured such that teams meet so infrequently (e.g., monthly) that it is difficult for them to improve instruction and engage students in challenging academic tasks</p> <p>c) Hiring practices, teacher assignments, and student program groupings are not well aligned to the school's instructional goals</p>	<p>a) Alignment is developing between the use of resources (e.g., budget, space, technology, coaches) and the school's instructional goals as evident in meaningful student work products</p> <p>b) The use of staff and student time is structured such that teams meet sporadically (e.g., twice per month), reducing their potential to improve instruction and engage students in challenging academic tasks</p> <p>c) Alignment between hiring practices, teacher assignments, student program groupings 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 as evident in meaningful student work products</p> <p>b) The use of staff and student time is structured such that teams meet regularly (at least weekly) and effectively, thus improving instruction and engaging students in challenging academic tasks</p> <p>c) Hiring practices, teacher assignments (e.g., teacher total student load) , student program groupings 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 action plans as evident in meaningful student work products</p> <p>b) The use of staff and student time is structured such that teams have substantial and regular meetings (2-3 periods per week) that result in improved instruction and all students engaged in challenging academic tasks</p> <p>c) Hiring practices, teacher assignments, and student program groupings 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 attendance and child/youth development supports provided to students and all students are not known well by at least one adult</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 attendance and child/youth development supports to students, but supports do not consistently align with student learning needs or all students are not known well by at least one adult</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 is known well by at least one adult who helps to coordinate attendance, social-emotional learning and other 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 social-emotional learning goals; the school uses data, such as the School Survey, incident reports, and attendance to guide improvements</p> <p>b) Each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning and other child/youth development supports that 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 2011-2012 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 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 do not gather and analyze Periodic Assessment and classroom level data to understand progress among student subgroups</p> <p>c) School leaders gather and analyze insufficient data to provide actionable feedback with regard to evaluating the effectiveness of teacher practice and school level decisions</p>	<p>a) School leaders inconsistently gather and analyze summative data (e.g., State assessments, course grades, attendance, safety, student supportive services, referrals) such that a partial overview of the school's strengths and areas of need is created</p> <p>b) School leaders inconsistently gather and analyze Periodic Assessment and classroom-level data on student subgroups (e.g., grade, subject, ELLs, students with disabilities) to supplement summative data</p> <p>c) School leaders inconsistently gather and analyze data to provide actionable feedback with regard to evaluating the effectiveness of teacher practice and school level organizational decisions</p>	<p>a) School leaders gather and analyze a range of summative data (e.g., State assessments, course grades, attendance, safety, student supportive services, referrals) to create an overview of the school's strengths and areas of need</p> <p>b) School leaders regularly gather and analyze Periodic Assessment and classroom level data on student subgroups (e.g., grade, subject, ELLs, students with disabilities) to supplement summative data</p> <p>c) School leaders gather and analyze a range of data that provides meaningful and actionable feedback with regard to evaluating the effectiveness of teacher practice and school level instructional and organizational decisions</p>	<p>a) School leaders gather and analyze a comprehensive range of summative data (e.g., State assessments, course grades, attendance, safety and discipline, student supportive services, referrals, student work products, teacher value added and observations) that is supplemented by other assessment data, to create a clear portrait of the school's strengths and areas of need</p> <p>b) School leaders regularly gather and analyze Periodic Assessment, safety and discipline, and classroom level data on student subgroups (e.g., grade, subject, ELLs, students with disabilities), providing information to track progress and strategically adjust school practices (e.g., use of extended day, coaches)</p> <p>c) School leaders gather and analyze a range of data that is intentional, providing meaningful and actionable feedback to evaluate the effectiveness of teacher practice, school level goal setting, curricular, instructional, social-emotional, and organizational decisions</p>
<p>2.2 Align assessments to curriculum, use on-going assessment practices, 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 and rubrics 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 and classroom level assessment data</p> <p>c) Across classrooms teacher assessment practices do not reflect the use of on-going checks for understanding and student self-assessment</p>	<p>a) Teams of teachers and individual teachers use or create assessments and rubrics 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 and classroom level assessment data but do not identify strengths and needs of student subgroups (e.g., grade, subject, special populations)</p> <p>c) Across classrooms teacher assessment practices inconsistently reflect the use of on-going checks for understanding, and student self-assessment, so that teachers make adjustments to meet all students' learning needs</p>	<p>a) Teams of teachers and individual teachers use or create assessments and rubrics that are aligned with school's key 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 and classroom level assessment data to identify strengths and needs of student subgroups (e.g., grade, subject, special populations)</p> <p>c) Across classrooms teacher assessment practices consistently reflect the use of on-going checks for understanding, and student self-assessment, so that teachers make adjustments to meet all students' learning needs</p>	<p>a) Teams of teachers and individual teachers use or create assessments and rubrics 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 and classroom level assessment data on student subgroups (e.g., grade, subject, special populations) to identify strengths and needs, track progress, and adjust instructional decisions</p> <p>c) Across classrooms teacher assessment practices consistently reflect the varied use of on-going checks for understanding, and student self-assessment, so that teachers make adjustments to meet all students' learning needs and students are aware of their next learning steps</p>

Quality Review Criteria Rubric 2011-2012 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 grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum</p>	<p>a) School leaders and faculty do not use tools to aggregate and organize data</p> <p>b) Teams of teachers and individual teachers do not use tools (ARIS, local data tools, e-gradebooks, Excel, etc.) to capture and analyze information about student performance trends</p> <p>c) Grading policies and practices across the school do not make possible the capture of meaningful data about student mastery and performance trends</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 and individual teachers inconsistently or ineffectively use tools (ARIS, local data tools, e-gradebooks, Excel, etc.) to capture and analyze information about student performance trends</p> <p>c) Grading policies and practices across the school inconsistently or ineffectively make possible the capture of meaningful data about student mastery and performance trends</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 and individual teachers use tools (ARIS, local data tools, e-gradebooks, Excel, etc.) so that trends about student performance are captured and useful for making curricular and instructional decisions</p> <p>c) Grading policies and practices across the school make possible the capture of meaningful data about student mastery and performance trends</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 and individual teachers use tools (ARIS, local data tools, e-gradebooks, Excel, etc.) so that trends in student performance, including key subgroups, inform curricular and instructional decisions</p> <p>c) Grading policies and practices across the school are leveraged to capture meaningful data about student mastery and performance trends and inform curricular, instructional, and organizational decisions</p>
<p>2.4 Engage families in school decision-making, activities, and an open exchange of information regarding students' progress toward school and class expectations</p>	<p>a) School leaders and faculty provide minimal feedback to students and families regarding progress toward meeting school and class expectations</p> <p>b) School leaders offer limited opportunities for families to participate in school decision-making and important school activities (previously 3.4b +c)</p> <p>c) Families 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 and class expectations</p> <p>b) School leaders offer multiple opportunities for families to participate in school decision-making and important school activities (previously 3.4b +c)</p> <p>c) The school is developing structures to support families in using tools (such as ARIS Parent Link, a school-based electronic system) 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 and class expectations, including information on students' attendance, behavioral and academic strengths, weaknesses and next learning steps</p> <p>b) School leaders regularly engage families in school decision-making and important school activities (previously 3.4b +c)</p> <p>c) School leaders and faculty have structures to support families in using tools (such as ARIS Parent Link, a school-based electronic system) 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 and class expectations, including information on students' academic, attendance, and behavioral strengths, weaknesses and next learning steps, including performance on CCLS tasks</p> <p>b) School leaders regularly engage families in school decision-making and important school activities such that there is a culture of shared commitment for the sake of the students (previously 3.4b +c)</p> <p>c) School leaders and faculty have structures to support families in using tools (including ARIS Parent Link, a school-based electronic system) in a timely way to understand student performance such that a majority of families utilize the tools</p>

Quality Review Criteria Rubric 2011-2012 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 b) Goal setting and action planning occur at the school level, but are not informed by a data driven needs assessment 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 but they do not drive efforts to accelerate student learning b) Goal setting and action planning occur at the school level, but have a surface connection to data c) School leaders involve and communicate with the school community, including teachers, families and age-appropriate students, in a limited way during school level planning processes (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, (long-term, annual, and interim) apparent in the CEP and other planning documents, which drives efforts to accelerate student learning and foster social-emotional growth b) Goal setting and effective action planning at the school level are informed by a comprehensive data driven needs assessment (analyzing student outcomes and existing instructional and organizational practices) 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 other planning documents – that is thoughtfully designed to leverage changes that explicitly link to accelerated student learning and social-emotional growth b) Goal setting and effective action planning at the school level are informed by a comprehensive data driven needs assessment (analyzing student outcomes and existing instructional and organizational practices) that narrows the achievement gap 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 ***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 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 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 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 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, students with disabilities, ELLs) 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 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, students with disabilities, ELLs) 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 c) Team and classroom level goals have leveraged changes in classroom practice to accelerate student learning</p>

Quality Review Criteria Rubric 2011-2012 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 or not useful to students or families</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, or the feedback is not specific enough to support students in mastering learning expectations</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 and is specific enough to support students in mastering learning expectations</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, attendance, safety and discipline, 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, is specific enough to support students in mastering learning expectations and is understood by students and families</p>
<p>3.4 Communicate high expectations to staff, students and families, and support students to achieve them</p>	<p>a) School leaders inconsistently communicate high expectations (professionalism, instruction, communication, and other elements of the school's common teaching framework) to the entire staff</p> <p>b) School leaders and staff inconsistently communicate high expectations (attendance, academic performance, behavioral, postsecondary, etc.) to families</p> <p>c) Teacher teams and staff inconsistently communicate high expectations for all students</p>	<p>a) School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the school's common teaching framework), to the entire staff, and are developing training or a system of accountability for those expectations</p> <p>b) School leaders and staff consistently communicate high expectations (attendance, academic performance, behavioral, postsecondary, etc.) to families</p> <p>c) Teacher teams and staff consistently communicate high expectations for all students, and guidance/advisement supports are developing to help students achieve them</p>	<p>a) School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the school's common teaching framework) to the entire staff, and provide training and have a system of accountability for those expectations</p> <p>b) School leaders and staff consistently communicate high expectations (attendance, academic performance, behavioral, postsecondary, etc.) to families, and offer opportunities for families to learn how they can prepare students for their next level</p> <p>c) Teacher teams and staff communicate high expectations for all students, and provide guidance/advisement supports to ensure that students achieve them</p>	<p>a) School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the school's common teaching framework) to the entire staff, and provide training and have created a culture of mutual accountability for them</p> <p>b) School leaders and staff communicate high expectations (attendance, academic performance, behavioral, postsecondary, etc.) to families, and effectively partner with families to prepare students for their next level</p> <p>c) Teacher teams and staff communicate unified set of high expectations for all students, and provide guidance/advisement supports ensure that students, including high-need subgroups, achieve them</p>

Quality Review Criteria Rubric 2011-2012 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 that teachers receive feedback and next steps from classroom observation and student work/data</p> <p>b) Feedback and next steps to teachers do not aptly capture strengths, challenges, and next steps, or a research-based, common teaching framework or rubric has not been chosen</p> <p>c) School leaders do not have a system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers</p>	<p>a) School leaders support teachers' development, including those new to the profession, with feedback and next steps from infrequent cycles of classroom observation and student work/data</p> <p>b) Feedback to teachers aptly captures strengths, challenges, and next steps, but is not yet fully connected to a research-based, common framework or rubric that articulates clear expectations for teacher practice</p> <p>c) School leaders are developing an effective system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers</p>	<p>a) School leaders support teachers' development, including those new to the profession, with feedback and next steps from short, frequent cycles of classroom observation and student work/data</p> <p>b) Feedback to teachers accurately captures strengths, challenges, and next steps using a research-based, common framework or rubric that articulates clear expectations for teacher practice</p> <p>c) School leaders have an effective system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers</p>	<p>a) School leaders and teacher peers support teachers' development, including those new to the profession, with feedback and next steps from a strategic use of short, frequent cycles of classroom observation and student work/data</p> <p>b) Feedback to teachers accurately captures strengths, challenges, and next steps using a research-based, common framework or rubric that articulates clear expectations for teacher practice, and aligns with professional goals that teachers have agreed upon with school leaders</p> <p>c) School leaders have an effective, transparent system for managing staff development and making informed decisions (assignment, tenure, retention, professional development) about teachers; this system is leading to improved student performance</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>^^Inquiry approach 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 do not typically analyze assessment data and student work for students they share or on whom they are focused</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 analyze assessment data and student work for students they share or on whom they are focused, but does not typically result in improved teacher practice</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 assessment data and student work for students they share or on whom they are focused, which typically results in improved teacher practice (e.g., rigorous tasks and well-sequenced units, effective instructional techniques)</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 key elements of teacher work as well as assessment data and student work for students they share or on whom they are focused, which results in shared improvements in teacher practice (e.g., rigorous tasks and well-sequenced units, effective instructional techniques)</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 2011-2012 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, including APs, teacher team leaders, mentors, paraprofessionals, and coaches, to discuss their practice with each other, or the link between teacher practice and student work or outcomes is not regularly the focus</p> <p>c) The school's approach to building adult capacity provides limited opportunities for faculty and administrators (including the principal) to develop and practice leadership</p>	<p>a) Professional learning opportunities at the school are usually connected to school goals and curricula and include the work of involving all student s in the CCLS tasks, but are not differentiated as needed</p> <p>b) School leaders provide professional learning opportunities for their faculty, including APs, teacher team leaders, mentors, paraprofessionals, and coaches, to discuss their practice with each other, and the link between teacher practice and student work or outcomes is regularly the focus</p> <p>c) The school's approach to building adult capacity provides regular opportunities for faculty and administrators (including the principal) to develop and practice leadership</p>	<p>a) Professional learning opportunities at the school are purposeful, consistently differentiated and aligned with school goals and curricula, including the work of involving all student s in the CCLS tasks</p> <p>b) School leaders, in collaboration with faculty, regularly provide professional learning opportunities for faculty, including APs, teacher team leaders, mentors, paraprofessionals, and coaches, where there is a focus on the link between teacher practice and student work or outcomes so that intended improvements are apparent in classrooms</p> <p>c) The school's approach to building adult capacity encourages faculty and administrators (including the principal) to develop and practice leadership</p>	<p>a) Professional learning opportunities at the school are purposeful, consistently differentiated and aligned with school goals and curricula, and include a cohesive plan around the work of involving all students in the CCLS tasks and the impact these expectations will have on adult learning needs</p> <p>b) School leaders collaboratively organize professional learning so faculty, including APs, teacher team leaders, mentors, paraprofessionals, and coaches, regularly discuss their practice with peers, sharpen content expertise, visit colleagues' classrooms and study student and teacher work so that intended improvements are apparent across classrooms</p> <p>c) The school's approach to building adult capacity encourages faculty and administrators (including the principal) 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, guidance/advisement 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, inclusive, and respectful culture in the school</p> <p>b) School has not provided guidance/advisement supports for students to find or stay on the path to postsecondary readiness</p> <p>c) School has not developed enough internal capacity or external partnerships to consistently provide child/youth development support services for students and families</p>	<p>a) School is developing supports for faculty and staff to create a consistently safe, inclusive, and respectful culture in the school</p> <p>b) School is developing guidance/advisement supports for students to find or stay on the path to postsecondary readiness</p> <p>c) School is developing internal capacity or external partnerships to consistently provide child/youth development support services for students and families, including academic, social-emotional, and real world learning opportunities</p>	<p>a) School provides professional development that enables faculty and staff to create a safe, inclusive, and respectful culture in the school</p> <p>b) School provides guidance/advisement supports for students to find or stay on the path to postsecondary readiness</p> <p>c) School has developed internal capacity and/or external partnerships to provide child/youth development support services for students, including academic, social-emotional, and real world learning opportunities during the day and/or after school</p>	<p>a) School provides professional development that enables faculty and staff to sustain a safe, inclusive, and respectful culture in the school, which celebrates academic engagement and success as well as social-emotional growth</p> <p>b) School provides integrated guidance/advisement supports for students and families such that students are on the path to postsecondary readiness</p> <p>c) School has developed internal capacity and/or external partnerships to provide targeted, data-informed child/youth development support services for students and families, including academic, social-emotional, real world learning opportunities during the day and/or after school</p>

Quality Review Criteria Rubric 2011-2012 Quality Statement 5

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

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, with particular attention to the CCLS</p>	<p>a) School leaders and faculty sporadically evaluate and adjust curricular and instructional 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, or do not pay particular attention to implications of integrating the CCLS</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 and the expectations of the CCLS</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 CCLS</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, with particular attention to implications of integrating the CCLS</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 CCLS</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 CCLS</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 the CCLS</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 CCLS, 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 CCLS, 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 the CCLS</p>
<p>5.2 Evaluate systems for assessing students, organizing data, and sharing information with students 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 and grading practices, or no steps have been taken to integrate the expectations of the CCLS</p> <p>b) School leaders and faculty sporadically evaluate and adjust the ways in which data (academic, attendance, behavioral) are aggregated and organized.</p> <p>c) School leaders and faculty sporadically evaluate and adjust the process and format for sharing performance data (academic, attendance, behavioral) with students and families.</p>	<p>a) School leaders and faculty are developing structures to regularly evaluate and adjust assessment and grading practices; leadership has begun implementing plans to integrate the expectations of the CCLS into assessment practices</p> <p>b) School leaders and faculty are developing structures to regularly evaluate and adjust the ways in which data (academic, attendance, behavioral) 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 (academic, attendance, behavioral) with students and families</p>	<p>a) School leaders and faculty have structures in place to regularly evaluate and adjust assessment and grading practices; school leaders and targeted staff have begun implementing plans to integrate the expectations of the CCLS into assessment practices</p> <p>b) School leaders and faculty have structures in place to regularly evaluate and adjust the ways in which data (academic, attendance, behavioral) 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 (academic, attendance, behavioral) with students and families</p>	<p>a) School leaders and faculty have structures in place to regularly evaluate and adjust assessment and grading practices; school leadership and targeted teams are implementing assessment practices that integrate the expectations of the CCLS (e.g., subject and grade level exit competencies, roundtables, portfolios, or other performance based assessments)</p> <p>b) School leaders and faculty have structures in place to regularly evaluate and adjust the ways in which data (academic, attendance, behavioral) 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 (academic, attendance, behavioral) with students and families, ensuring that this information is accessible and helps students understand their next steps</p>

Quality Review Criteria Rubric 2011-2012 Quality Statement 5 (cont.)

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

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; <i>or plans do not take into consideration teacher development needs or the expectations of the CCLS</i></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, <i>teacher development, and the expectations of the CCLS</i></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, <i>teacher development</i>, and the expectations of the <i>CCLS</i></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 inconsistently evaluate the effectiveness of teacher teams engaged in structured professional collaboration</p> <p>b) School leaders inconsistently use data to evaluate the effectiveness of teacher hiring, capacity-building, evaluation, retention, and mentoring supports for new teachers</p> <p>c) School leaders and faculty inconsistently 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 hiring, capacity-building, evaluation, retention, 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 hiring, capacity-building, evaluation, 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, culture and climate, and attendance practices</p> <p>b) School leaders and faculty have systems to regularly use student assessment data and classroom observations to evaluate the effectiveness of teacher hiring, capacity-building, evaluation, 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>