

Quality Review Record Book

2016-2017

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School Name	
DBN	
Address	
School Phone	
Principal	
Principal's Direct Phone	
Dates of Review	
Reviewer(s)	

Table of Contents

Guidance for Completing the Record Book	3
Guidance for Maintaining the Record Book	3
Pre-Review Preparation Tools	4
Pre-Review Notes	4
Pre-Review Phone Conference	6
Meetings with School Leaders – Tools	8
Meetings with School Leaders – Suggested Questions	8
Meetings with School Leaders – Notes	11
1.1 Curriculum – Instructional Core	12
1.2 Pedagogy – Instructional Core	14
2.2 Assessment – Instructional Core	16
1.4 Learning Environment – School Culture	18
3.4 High Expectations – School Culture	20
1.3 Leveraging Resources – Systems for Improvement	22
3.1 Goals and Action Plans – Systems for Improvement	24
4.1 Teacher Support and Supervision – Systems for Improvement	26
4.2 Teacher Teams and Leadership Development – Systems for Improvement	28
Meetings with Teachers – Tools	30
Meetings with Teachers – Suggested Questions	30
Teacher Team Observation	33
Teacher Question-and-Answer Meeting 1	35
Teacher Question-and-Answer Meeting 2	37
Meetings with Students and Parents – Tools	39
Meetings with Students – Suggested Questions	39
Large Group Student Meeting	41
Small Group Student Meeting	43
Meeting with Parents – Suggested Questions	45
Meeting with Parents	46
Looking at Student Work Tool	47
Classroom Visitation Tool	51
Principal’s Choice (Event 1)	69
Principal’s Choice (Event 2 – Optional)	70
Debrief Meetings Tool	71
Day 1 Debrief	71
Day 2 Debrief	72
Feedback Conference Tools	73
Feedback Conference Preparation Tool	73
Feedback Conference Tool	75

Guidance for Completing the Record Book

The 2016-2017 Quality Review Record Book is used by reviewers to document findings and evidence gathered throughout the Quality Review process. Reviewers record low- and mid-inference statements throughout the review that will inform the rating of each indicator. The Record Book includes sample questions as guidance for reviewers to begin gathering evidence for each sub-indicator of the Quality Review Rubric. These questions are not intended to be comprehensive. Reviewers may select and modify sample questions while conducting pre-review analyses to use during the review as well as construct questions specific to the school to use during the school visit.

Guidance for Maintaining the Record Book

Reviewers maintain completed Record Books on file for a minimum of one year following the publication of the QR report, as it may be needed by the Office of School Quality to respond to issues that arise during the quality assurance and/or appeals process.

Pre-Review Preparation Tools

Pre-Review Notes

In the space provided below, reviewers may record findings and draft questions based on reviewing the School Self-Evaluation Form and school context information.

Pre-Review Preparation Notes				
Ratings from the most recent QR:			Year of most recent QR: _____	
1.1 _____	1.2 _____	2.2 _____	3.4 _____	4.2 _____
Notes:				

Pre-Review Preparation Notes (continued)

Pre-Review Phone Conference

In the space below, reviewers may record salient notes from the pre-review phone conference with the principal.

Pre-Review Phone Conference Notes	
Date:	Time:
Participants:	
Notes:	

Pre-Review Phone Conference Notes (continued)

Blank area for notes.

Meetings with School Leaders – Tools

Meetings with School Leaders – Suggested Questions

Instructional Core (1.1, 1.2, 2.2)

1.1 Curriculum

- What is the school's approach to integrating the instructional shifts and the Common Core Learning Standards (CCLS)? Are particular shifts or standards a focus across grades/subjects? Why? (a)
- What key decisions have been made to ensure alignment to CCLS and the school's instructional focus and goals? (a)
- What adjustments have been made to curricular materials to build coherence? (a)
- Do school leaders and teachers have processes in place to ensure vertical and horizontal curricular alignment and coherence? (b)
- What specific aspects of the curricula and academic tasks ensure higher-level thinking for English Language Learners (ELLs) and students with disabilities? (b)
- What guides the planning of activities or tasks? (c)
- Do teachers modify curricula? If so, what informs the modifications? (c)
 - How are student work and assessment data used to inform curricular modifications? (c)
 - How do teachers modify curricula to meet the needs of ELLs and students with disabilities? (c)
 - How do teachers modify curricula to meet the needs of low and high performers? (c)
- What does cognitive engagement for all students look like in the school? (c)

1.2 Pedagogy

- What teaching practice(s) throughout the school reflect core beliefs about how students learn best? (a)
- Looking at the curriculum, academic tasks, and student work, what common pedagogical approaches and strategies reflect the school's common beliefs? (a)
- What are some key instructional strategies that are promoted across classrooms? (b)
- How do teachers use questioning, scaffolds, or other routines to engage all learners? (b)
- Provide an example of how student work products and discussion demonstrate thinking, participation, and ownership across classrooms. (c)

2.2 Assessment

- How do teachers use or create assessments, rubrics, and grading policies? How do these inform feedback provided to students? (a)
- What are the expectations for teachers' feedback to students? (a)
- How do school leaders and teachers get a clear picture of student progress toward school and individual goals? (b)
- Provide an example of what assessment data has revealed and the resulting actions taken by school leaders and teachers. (b)
- How do teachers use assessment results? (b)
- What classroom-level data is used to determine individual student needs and progress? (b)
- Do students assess their own work? If so, how? (c)
- How do teachers know if they are meeting all students' learning needs during instruction? (c)
- How do school leaders expect teachers to check for understanding? (c)

School Culture (1.4, 3.4)

1.4 Learning Environment

- How do school leaders build a safe and inclusive school culture? (a)
- What is the school's approach to building culture, and how is it communicated? (a)
- How does the school acknowledge the diversity that exists within the community? (a)
- Are there instances when students have had opportunities to make decisions that positively impact school improvement? (a)
- Is the school organized so that student services are well coordinated and aligned to students' needs? Provide an example of how these services impact student growth. (b)
- What practices are in place for attendance, social-emotional learning, and guidance/advisement? (b)
- Describe guidance or advisement programs in the school. (b)
- How does the school align its efforts around professional learning, family outreach, and student learning experiences to promote effective academic and personal behaviors for students? (c)
- What, if any, professional learning opportunities related to social-emotional learning are provided to staff? (c)

3.4 High Expectations

- What expectations are communicated to teachers? (a)
- What professional development, if any, is in place to support schoolwide expectations? (a)
- How are teachers held accountable for meeting expectations? (a)
- What professional development is provided to reinforce the elements of Danielson *Framework for Teaching*? (a)
- How does the school communicate with families about how their children are performing academically? (b)
- What role, if any, do parents have in supporting their children's progress toward meeting the school's expectations? (b)
- How do teachers and school leaders communicate with families regarding college and career readiness? (b)
- How do parents know the progress their children are making toward college and career readiness? (b)
- What do practices connected to college and career readiness look and sound like across classrooms? (c)
- What does the articulation process look and sound like for the next level (elementary, middle, high school, college, career)? (c)

Systems for Improvement (1.3, 3.1, 4.1, 4.2, 5.1)

1.3 Leveraging Resources

- How do resource decisions reflect the school's values and instructional goals and needs? (a)
- How are decisions about the use of resources made? (a)
- What factors drive the timing and frequency of teacher team meetings? (b)
- What systems are in place to allow time for teachers to identify and respond to the learning needs of students? (b)
- What factors drive how staff and student schedules are created? (c)
- How are hiring decisions made? Describe some of the recent hirings at the school. (c)
- How are teacher assignments and student groupings determined? (c)
- What kind of student groupings and interventions are in place? (c)

3.1 Goals and Action Plans

- What interim checkpoints have been established to check progress towards goals? (a)
- How is progress tracked toward meeting goals? (a)
- How do school goals link to accelerated student learning and social-emotional growth? (a)
- How did the school arrive at the school's goals and action plans? What informed these decisions? (b)
- What information, related to school goals, is regularly gathered and analyzed to inform and improve teacher practice? (b)
- How is data gathered, analyzed, and used to inform goal setting and action planning? (b)
- What methods, if any, are used for communicating progress towards benchmarks and goals to the school community? (c)
- How do the goals reflect all members of the school community? (c)

4.1 Teacher Support and Supervision

- How do school leaders provide feedback to teachers? (a)
- How are teacher observations conducted? (a)
- What student work and data are used to provide teachers with feedback? (a)
- How are teacher goals developed, monitored, and used to support teacher growth? (b)
- How do school leaders work with the school community to norm understandings of the Danielson *Framework for Teaching* and effective feedback connected to it? (b)
- How has teacher observation data informed the approach to professional learning? (c)
- What leadership opportunities have been created in the school? What are the succession plans for key leadership roles? (c)

4.2 Teacher Teams and Leadership Development

- What is the impact of teacher team work on teachers' instructional capacity? (a)
- How are teacher team meetings structured to ensure that they are effective and productive? (a)
- How do teacher teams track student progress toward meeting goals? (b)
- What are some structures in place at this school that illustrate and support distributive leadership? (c)
- How has distributive leadership contributed to school improvement? (c)

5.1 Monitoring and Revising Systems

- What processes are in place to ensure that curricula and instructional practices are effective? (a)
- What processes are in place to ensure that curricular and instructional practices are aligned to the CCLS? (a)
- What processes are in place to evaluate the quality of school culture? (b)
- What processes are in place to ensure that expectations are developed and shared among school constituents? (b)
- What processes are in place to analyze data on school environment and culture? (b)
- How do school leaders evaluate the degree to which high expectations are taking hold in the school? (b)
- What processes are in place to regularly evaluate and adjust teacher evaluation and professional development? (c)
- What processes are in place to regularly evaluate and adjust teacher team practices and distributive leadership practices? (c)
- How do school leaders monitor and evaluate the effectiveness of resource allocation? (c)

Meetings with School Leaders – Notes

During the school visit, school leaders will meet with the reviewer three times. Each meeting will be between the principal and the reviewer. At the principal's discretion, additional school leaders who are knowledgeable about school practices and their impact are welcome to join the conversation.

Leadership Meeting 1		
Date:	Time:	Location:
Participants:		
Notes:		
Leadership Meeting 2		
Date:	Time:	Location:
Participants:		
Notes:		
Leadership Meeting 3		
Date:	Time:	Location:
Participants:		
Notes:		

1.1 Curriculum – Instructional Core

<i>To what extent do school leaders and faculty regularly:</i>		
Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?		
Indicator	Questions	School Leadership Responses
1.1 (a)		
1.1 (b)		
1.1 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS		
5.1 (a)		

1.2 Pedagogy – Instructional Core

To what extent do school leaders and faculty regularly:		
Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products		
Indicator	Questions	School Leadership Responses
1.2 (a)		
1.2 (b)		
1.2 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS		
5.1 (a)		

1.2 – Pedagogy (continued)

2.2 Assessment – Instructional Core

<i>To what extent do school leaders and faculty regularly:</i>		
Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels		
Indicator	Questions	School Leadership Responses
2.2 (a)		
2.2 (b)		
2.2 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS		
5.1 (a)		

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1.4 Learning Environment – School Culture

<i>To what extent do school leaders and faculty regularly:</i>		
Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults		
Indicator	Questions	School Leadership Responses
1.4 (a)		
1.4 (b)		
1.4 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS		
5.1 (b)		

1.4 – Learning Environment (continued)

3.4 High Expectations – School Culture

<i>To what extent do school leaders and faculty regularly:</i>		
Establish a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations		
Indicator	Questions	School Leadership Responses
3.4 (a)		
3.4 (b)		
3.4 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS		
5.1 (b)		

3.4 – High Expectations (continued)

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1.3 Leveraging Resources – Systems for Improvement

<i>To what extent do school leaders and faculty regularly:</i>		
Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products		
Indicator	Questions	School Leadership Responses
1.3 (a)		
1.3 (b)		
1.3 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS		
5.1 (c)		

1.3 – Leveraging Resources (continued)

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3.1 Goals and Action Plans – Systems for Improvement

<i>To what extent do school leaders and faculty regularly:</i>		
Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community		
Indicator	Questions	School Leadership Responses
3.1 (a)		
3.1 (b)		
3.1 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS		
5.1 (c)		

3.1 – Goals and Action Plans (continued)

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4.1 Teacher Support and Supervision – Systems for Improvement

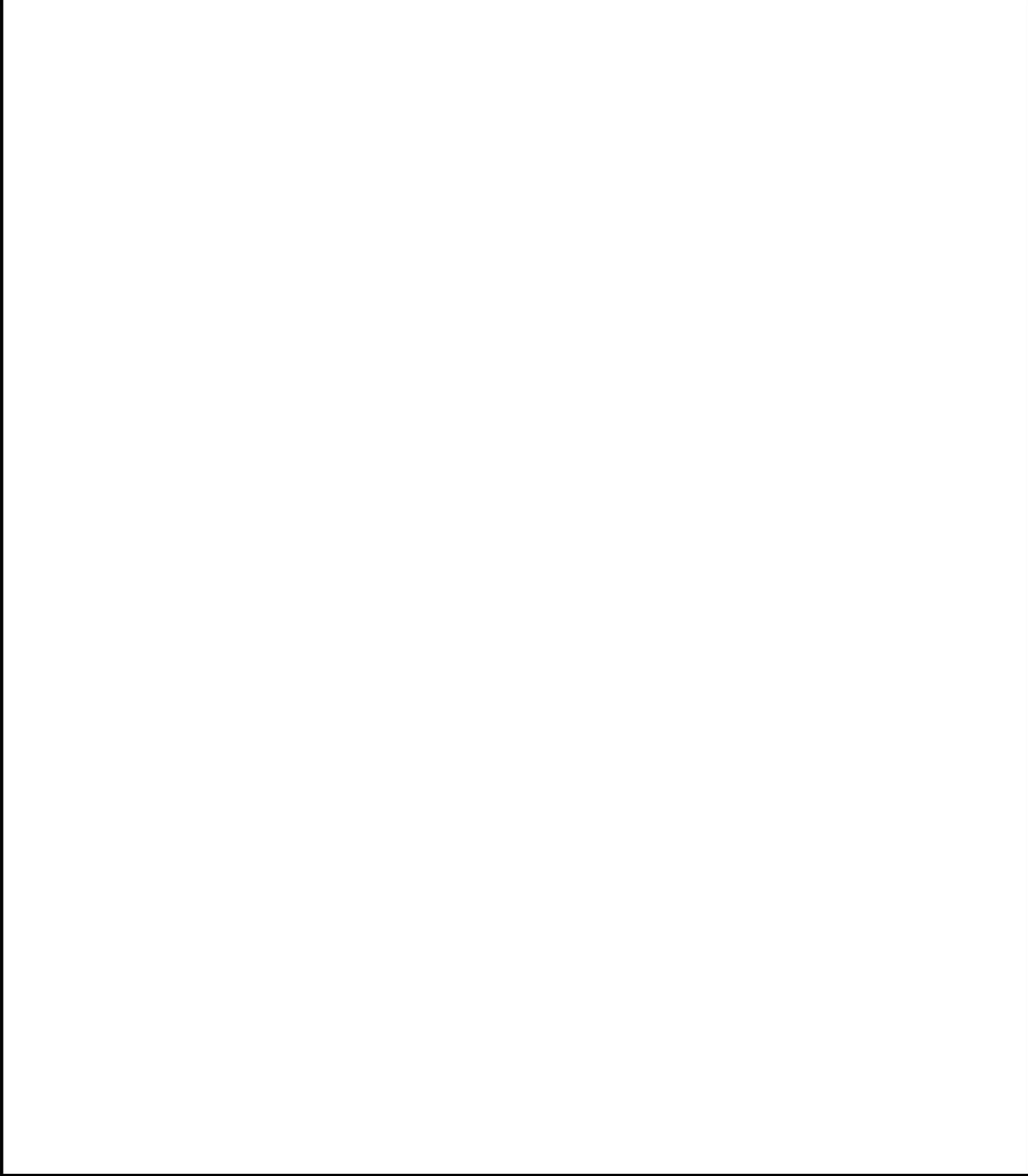
To what extent do school leaders and faculty regularly:		
Observe teachers using the Danielson <i>Framework for Teaching</i> along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection		
Indicator	Questions	School Leadership Responses
4.1 (a)		
4.1 (b)		
4.1 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS		
5.1 (c)		

4.1 – Teacher Support and Supervision (continued)

4.2 Teacher Teams and Leadership Development – Systems for Improvement

<i>To what extent do school leaders and faculty regularly:</i>		
Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning		
Indicator	Questions	School Leadership Responses
4.2 (a)		
4.2 (b)		
4.2 (c)		
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS		
5.1 (c)		

4.2 – Teacher Teams and Leadership Development (continued)



Meetings with Teachers – Tools

Meetings with Teachers – Suggested Questions

Instructional Core

- Do teachers modify curricula? If so, what informs the modifications? (1.1c)
 - How are student work and assessment data used to inform curricular modifications?
 - How do teachers modify curricula to meet the needs of English Language Learners and students with disabilities?
 - How do teachers modify curricula to meet the needs of low and high performers?
- What are the school's beliefs about how students learn best? (1.2a)
- How are the school's core beliefs reflected in classrooms and teaching practices? (1.2a)
- How do teachers use or create assessments, rubrics, and grading policies? How do these inform feedback provided to students? (2.2a)
- What are the expectations for teachers' feedback to students? (a) (2.2a)
- How do teachers get a clear picture of student progress toward goals? (2.2b)
- What classroom-level data is used to determine individual student needs and progress? (2.2b)
- Do students assess their own work? If so, how? (2.2c)
- How do teachers know if they are meeting all students' learning needs during instruction? (2.2c)
- How do teachers check for understanding and what instructional adjustments do you make in response? (2.2c)

School Culture

- What are the values that inform the school's culture? (1.4a)
- How do teachers build a safe and inclusive school culture? (1.4a)
- How does the school acknowledge the diversity that exists within the community? (1.4a)
- Are there instances when students have had opportunities to make decisions that positively impact school improvement? (1.4a)
- What structures allow for teachers to know at least one student well? (1.4b)
- What structures are in place to address students' needs related to attendance, social-emotional learning, and guidance/advisement? How have those structures impacted students? (1.4b)
- How has professional development supported teachers in meeting the schoolwide expectations? (3.4a)
- How do teachers communicate goals and expectations to parents? How does school staff help families understand their children's progress toward those expectations? (3.4b)
- How does the school communicate exactly how students are doing and what they need to do to produce high-quality work? (3.4b)
- How do teachers prepare students for the next level (middle school, high school, college, careers)? (3.4c)
- How does the school align its efforts around professional learning, family outreach, and student learning experiences to promote the effective academic and personal behaviors for students? (3.4c)

Systems for Improvement

- How do teachers ensure resources align to instructional needs? (1.3a)
- What structures are in place to allow time for teachers to respond to the learning needs of students? (1.3b)
- How do teachers' schedules provide them with opportunities or planning time to improve instruction that engages all students in challenging tasks? (1.3b)
- How are hiring decisions made? Describe some of the recent hires at the school? (1.3c)
- What kind of student groupings and interventions are in place to meet the needs of ELLs and students with disabilities and ensure the closing of the achievement gap? (1.3c)
- What interim checkpoints have been established to check progress towards goals? (3.1a)
- What are the school goals this year? (3.1a)
- How are data analysis results used to improve teacher practice and student outcomes in classrooms and work towards closing the achievement gap? (3.1b)
- Who had input into creating school goals? (3.1c)
- What role do teachers play in schoolwide goal-setting and action planning? (3.1c)
- How does school staff communicate progress toward benchmarks and school improvement goals? (3.1c)
- How are teacher observations used to support teacher development? (4.1a)
- What types of support do teachers receive to help with their development and growth? From whom do they receive this support? (4.1a)
- How are teacher goals developed, monitored, and used to support teacher development? (4.1b)
- How do teacher professional goals impact student achievement? (4.1b)
- What are some examples of feedback that articulate clear expectations for teacher practice? (4.1b)
- How do school leaders work with the school community to norm understandings of the Danielson *Framework for Teaching* and effective feedback connected to it? (4.1b)
- What has been the impact of teacher team work? (4.2a)
- What are some structures in place at this school that illustrate and support distributive leadership? (4.2c)
- How has distributive leadership contributed to school improvement? (4.2c)
- How is the level of effectiveness of curricula, instructional approaches, and/or assessments evaluated to ensure alignment with the CCLS? (5.1a)

Teacher Team Observation

The reviewer, in collaboration with the principal, will select one team of teachers observe as they engage in a process that addresses the connection between student work and/or data and resulting teacher actions, including pedagogical or curricular modifications, leading to implications for student learning.

Teacher Team Observation	
Team Type (grade level, sub group, etc.):	Topic of Inquiry/Guiding Question:
Notes:	

Teacher Team Observation Notes (continued)

Blank area for observation notes.

Teacher Question-and-Answer Meeting 1

The reviewer will meet with a group of teachers selected by the principal representing the various content areas, grades, and teacher teams.

Questions	Responses

Teacher Question-and-Answer Meeting 2

The reviewer will meet with a group of teachers selected by the principal representing the various content areas, grades, and teacher teams.

Questions	Responses

Meetings with Students and Parents – Tools

Meetings with Students – Suggested Questions

Instructional Core

- What makes an assignment challenging? (1.1b)
- Talk about a task or project that was challenging. Why was it a challenge? (1.1b)
- How do teachers support students when they need help? How do students support each other when they need extra help? (1.2b)
- What do students do if they finish their work before others? (1.2b)
- Do teachers help students who are struggling? (1.2b)
- Describe a project where you had choice and were able to make it your own. (1.2c)
- Do students have choice about projects or which books to read? (1.2c)
- How do students know how they are doing on their classwork? (2.2a)
- Are rubrics used, and if so, how? (2.2a)
- What kind of feedback do teachers provide to students? (2.2a)
- Does the feedback teachers provide help students improve their work? (2.2a)
- How do teachers provide students with feedback on their work? (2.2a)
- Do students assess or check their own work? After assessing or checking, what happens with that information? (2.2c)
- What do students do when they don't understand an assignment? (2.2c)
- How often do students get feedback from their teachers about their work? (2.2c)
- Do students get specific feedback about what was done well and what needs to improve? (2.2c)
- Do teachers follow up to make sure students are making the suggested changes? (2.2c)

School Culture

- How does the school acknowledge the diversity that exists within the community? (1.4a)
- Are there instances when students have had opportunities to make decisions that positively impacted school improvement? (1.4a)
- Are students at this school treated with respect? (1.4a)
- Do students respect their teachers? (1.4a)
- Are students' opinions and ideas about improving the school valued? (1.4a)
- Are students known well by at least one adult at the school? If so, how do students benefit from this? (1.4b)
- How is the school preparing students for graduation? (3.4c)
- How is the school preparing students for career/next steps? (3.4c)
- What does it mean to be ready for the next grade or to be ready for college? (3.4c)
- How do students know how well they are doing in school? (3.4c)

Large Group Student Meeting

The reviewer selects eight students for the large group, and the principal selects two. This group should include students who are representative of the school's student population, including students across genders, grade levels, and ethnicities at a variety of achievement levels.

Questions	Responses

Large Group Student Meeting (continued)

Small Group Student Meeting

The reviewer selects four students and the principal selects two students. This group should strategically reflect a range of student needs and performance. All students should come to this meeting with a minimum of three various work samples—such as writing, problem-solving, lab reports, and projects—from different subject areas that reflect the school’s expectations for learning and assessment.

	Name	Grade	Notes	NYS-ELA	NYS-Math
1					
2					
3					
4					
5*					
6*					

* School Selected

Questions - General	Student Responses

Small Group Student Meeting (continued)

Student	Task	Questions and Responses – Targeted	Indicator(s)

Meeting with Parents – Suggested Questions

Instructional Core

- What supports are in place to help your child learn? (1.2b, 1.3a, b, c)
- What kind of assignments, projects, or tasks have challenged children and pushed them academically? (1.2c)
- If children at this school did not do as well as expected on an assignment, were they able to talk about what they would do differently next time to earn a better grade? (2.2a)

School Culture

- Are children safe and treated with respect while in school? (1.4a)
- Are children known well by at least one adult at the school who is focused on non-academic wellbeing? How has this impacted children's success? (1.4b)
- How does the school communicate both student behavioral expectations and celebration of student progress or achievement? (1.4c)
- How do parents know their children's needs, goals, and/or strengths? (1.4b, 3.4b)
- How do parents find out how their children are doing academically? (3.4b)
- How does the school communicate exactly how students are doing and what they need to do to produce high-quality work? (3.4b)
- How do teachers and school leaders foster communication with parents regarding schoolwide goals and activities to support children at home? (3.4b)
- Are parents engaged in being active, effective, and inclusive members of the school community as it relates to supporting their children on a path to college and career readiness? (3.4b)

Systems for Improvement

- What opportunities do parents have to contribute ideas for change at the school? (3.1c)
- How does the school communicate progress toward benchmarks and school improvement goals? (3.1c)

Meeting with Parents

Questions	Responses

Looking at Student Work Tool

Task	Source	Notes	(sub) Indicator(s)

Task	Source	Notes	(sub) Indicator(s)

Looking at Student Work Notes

A large, empty rectangular box with a black border, intended for students to write their work notes. The box occupies most of the page below the header.

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

Classroom Visit Debrief Notes

Quality Indicator Summaries

1.2a – Beliefs

1.2b – Multiple Entry Points

1.2c – High Levels of Thinking and Participation

2.2c – Checks for Understanding & Student Self-Assessment

Classroom Visitation Tool

Date:	Teacher(s):	Room:	
Grade(s):	Reviewer:	Additional Participants:	
Lesson portion viewed (Circle) Beginning Middle End	Subject: () Gen Ed. () Spec. Ed. () CTT () ENL () Other:	Time:	# of Students:

Low-Inference Notes

What is the teacher doing?

What are the students doing?

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

Classroom Visit Debrief Notes

Quality Indicator Summaries

1.2a – Beliefs

1.2b – Multiple Entry Points

1.2c – High Levels of Thinking and Participation

2.2c – Checks for Understanding & Student Self-Assessment

Classroom Visitation Tool

Date:	Teacher(s):	Room:	
Grade(s):	Reviewer:	Additional Participants:	
Lesson portion viewed (Circle) Beginning Middle End	Subject: () Gen Ed. () Spec. Ed. () CTT () ENL () Other:	Time:	# of Students:

Low-Inference Notes

What is the teacher doing?

What are the students doing?

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

Classroom Visit Debrief Notes

Quality Indicator Summaries

1.2a – Beliefs

1.2b – Multiple Entry Points

1.2c – High Levels of Thinking and Participation

2.2c – Checks for Understanding & Student Self-Assessment

Classroom Visitation Tool

Date:	Teacher(s):	Room:	
Grade(s):	Reviewer:	Additional Participants:	
Lesson portion viewed (Circle) Beginning Middle End	Subject: () Gen Ed. () Spec. Ed. () CTT () ENL () Other:	Time:	# of Students:

Low-Inference Notes

What is the teacher doing?	What are the students doing?
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Other classroom noticings (e.g., student work, teacher/student comments)

Blank space for notes.

Classroom Visit Debrief Notes

Blank space for notes.

Quality Indicator Summaries

1.2a – Beliefs

1.2b – Multiple Entry Points

1.2c – High Levels of Thinking and Participation

2.2c – Checks for Understanding & Student Self-Assessment

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

Classroom Visit Debrief Notes

Quality Indicator Summaries

1.2a – Beliefs

1.2b – Multiple Entry Points

1.2c – High Levels of Thinking and Participation

2.2c – Checks for Understanding & Student Self-Assessment

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

Classroom Visit Debrief Notes

Quality Indicator Summaries

1.2a – Beliefs

1.2b – Multiple Entry Points

1.2c – High Levels of Thinking and Participation

2.2c – Checks for Understanding & Student Self-Assessment

Classroom Visitation Tool

Date:	Teacher(s):	Room:
Grade(s):	Reviewer:	Additional Participants:
Lesson portion viewed (Circle) Beginning Middle End	Subject: () Gen Ed. () Spec. Ed. () CTT () ENL () Other:	Time: # of Students:

Low-Inference Notes

What is the teacher doing?

What are the students doing?

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

Classroom Visit Debrief Notes

Quality Indicator Summaries

1.2a – Beliefs

1.2b – Multiple Entry Points

1.2c – High Levels of Thinking and Participation

2.2c – Checks for Understanding & Student Self-Assessment

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2.2c – Checks for Understanding & Student Self-Assessment

Principal's Choice (Event 1)

Event Information		
Time:	Date:	Location:
Event Type:	Relevant Indicator(s):	
Participants:		
Notes		

Principal's Choice (Event 2 – Optional)

Event Information		
Time:	Date:	Location:
Event Type:	Relevant Indicator(s):	
Participants:		
Notes		

Debrief Meetings Tool

Day 1 Debrief

Date	Time	Location
Participants		
Reviewer's Evaluation of Evidence and Feedback to the Principal		
Principal's Response		
Key Points for Follow Up		

Day 2 Debrief

Date	Time	Location
Participants		
Reviewer's Evaluation of Evidence and Feedback to the Principal		
Principal's Response		
Key Points for Follow Up		

Feedback Conference Tools

Feedback Conference Preparation Tool

Indicator	Evidence / Impact	Rating	Area of:
Instructional Core			
1.1	a	U, D, P, WD	AoC
	b	U, D, P, WD	AoF
	c	U, D, P, WD	Additional Finding
1.2	a	U, D, P, WD	AoC
	b	U, D, P, WD	AoF
	c	U, D, P, WD	Additional Finding
2.2	a	U, D, P, WD	AoC
	b	U, D, P, WD	AoF
	c	U, D, P, WD	Additional Finding
School Culture			
1.4	a	U, D, P, WD	AoC
	b	U, D, P, WD	AoF
	c	U, D, P, WD	Additional Finding
3.4	a	U, D, P, WD	AoC
	b	U, D, P, WD	AoF
	c	U, D, P, WD	Additional Finding

Indicator		Evidence / Impact	Rating	Area of:
Systems for Improvement				
1.3	a		U, D, P, WD	AoC
	b		U, D, P, WD	AoF
	c		U, D, P, WD	Additional Finding
3.1	a		U, D, P, WD	AoC
	b		U, D, P, WD	AoF
	c		U, D, P, WD	Additional Finding
4.1	a		U, D, P, WD	AoC
	b		U, D, P, WD	AoF
	c		U, D, P, WD	Additional Finding
4.2	a		U, D, P, WD	AoC
	b		U, D, P, WD	AoF
	c		U, D, P, WD	Additional Finding
5.1	a		U, D, P, WD	AoC
	b		U, D, P, WD	AoF
	c		U, D, P, WD	Additional Finding

Feedback Conference Tool

Participants		
Date:	Time:	Location:
Principal's Response		
Additional Evidence Offered by Principal or Other Participant		