Principal's Guide to the Quality Review

2016-2017

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Quality Review Process

The Quality Review (QR) is a process that evaluates how well schools are organized to support student learning and teacher practice. The quality of school practices are rated based on criteria outlined in the 10 Quality Indicators of the Quality Review Rubric.

During the two-day school visit, the reviewer visits classrooms, meets with school leaders, teachers, students, and parents, observes a teacher team meeting, and reviews school documents. Over the course of the school visit, the reviewer gathers evidence that will be used to determine the school's ratings on the 10 Quality Indicators. Schools present existing documents to contextualize the assessment of all Quality Indicators. With the exception of the School Self-Evaluation (SSEF), submitted prior to the school visit, principals and other members of the school community are not expected to create documents as evidence for the sole purpose of the Quality Review. At the end of the school visit, principals receive preliminary ratings and verbal feedback on 10 Quality Indicators, including an Area of Celebration (AoC) and an Area of Focus (AoF).

The QR process culminates with the Quality Review Report which reflects a rubric-based assessment of experiences and evidence gathered during the school visit. In addition to the 10 indicator ratings, a school's QR Report will include narrative feedback on six of the 10 indicators. The report will be sent to the principal approximately eight weeks following the school visit and will be published on the school's website.
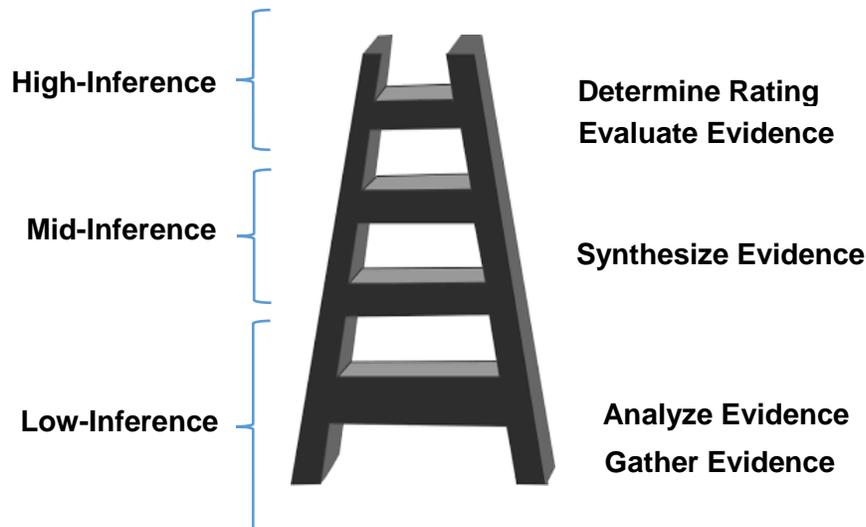
Ladder of Inference

In *Instructional Rounds*, the authors assert that there must be an intentional effort to remain low on the ladder of inference when citing the supporting reasons for conclusions or decisions.[1][2][3] Reviewers remain low on the ladder of inference when they collect evidence throughout the review process and move up the ladder of inference as they evaluate evidence and communicate findings and impact to the school community.

Low-inference evidence is recorded in notes, which detail what is said and done by students and teachers during classroom visits, and in conversations with school leaders, students, and parents. Evidence is also gathered from student work samples, lesson and unit plans, and data from central and school sources.

The reviewer moves up the ladder of inference to determine the findings and impact of school practices. At the end-of-day debrief on Day 1, reviewers share their thinking about findings and impact using mid-inference observations. In the reflection time prior to the feedback conference, the reviewer analyzes low-inference evidence and synthesizes mid-inference evaluative findings to determine the high-inference rating for each indicator.

When writing the report, the reviewer includes high-inference ratings as well as mid-inference statements that are supported by low-inference evidence.

High-Inference — **Determine Rating** / **Evaluate Evidence**

Mid-Inference — **Synthesize Evidence**

Low-Inference — **Analyze Evidence** / **Gather Evidence**

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[1] City, Elizabeth A., Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel. *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning.* Harvard Education Press, 2009.
[2] Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization.* Doubleday/Currency, 1990.
[3] Larcher, Bob, "Up and Down the Ladder of Inference" *http://boblarcher.com/LadderofInference.pdf* Horizons (37) Spring 2007

Looking at Student Work

Assessing student work during the Quality Review will be expanded to ensure ample opportunity to demonstrate student learning via work products across content areas, grade levels, and the diversity of learners in the school.

Samples of student work will be reviewed over the course of the Quality Review in the following manner:

- During the small group student meeting, students representing the school's diversity of learners will bring a minimum of three various work samples—such as writing, problem-solving, lab reports, projects—from different subject areas that reflect the school's expectations for learning and assessment.
- During classroom visits, samples of student work that represent the task(s) students were engaged in during the class will be reviewed.
- Evidence of student work that is available in classrooms and/or in student work folders may also be reviewed.
- New this year, principals will have the opportunity to submit no more than five additional pieces of completed student work that represent the school's instructional expectations, including assessment of student learning.

During reviewer reflection time, reviewers will analyze patterns and trends in student work across grades and subject areas. They will determine if there is evidence that all students, including students with disabilities, English Language Learners, and general education students:

- Meet the expectations of the tasks
- Apply key concepts and/or content specific academic vocabulary
- Develop and apply higher-order thinking skills in challenging and meaningful ways
- Develop and apply problem-solving abilities
- Apply the instructional shifts in language arts, social studies, mathematics, and science
- Are held to the same expectations
- Are provided with supports to meet their needs

The analysis of student work, when combined with other observations and evidence collected over the course of the Quality Review, will result in a coherent assessment of instructional practice.

Principal-submitted student work samples are not rated separately or differently; they are assessed in relation to the criteria within the QR Rubric as is all other student work reviewed during the review process. In addition, there is no guarantee that the analysis of the student work submitted by principals will be specifically referenced in the Quality Review Report.

2016-2017 School Selection Criteria

Selection criteria to receive a QR in 2016-2017 will be based on 2014-2015 Quality Review indicator ratings and 2014-2015 School Quality Report (SQR) element ratings.

Schools that meet at least one of the following criteria and are not receiving a NYSED Integrated Intervention Team (IIT) review in 2016-2017 will receive a QR during the 2016-2017 school year:

- Schools designated as Renewal Schools
- Schools designated as Priority or Focus AND
    - Received at least one "Not Meeting Target" or "Approaching Target" in any SQR element
    AND
    - Did not receive any "Exceeding Target" ratings in any SQR element
- Schools that received a QR in 2014-2015 AND
    - Received at least one Underdeveloped or Developing rating in any QR indicator OR
    - Received at least one "Not Meeting Target" in any SQR element

Principals will receive official notification via email from the Office of School Quality at least two weeks in advance of their review.

Please note:

- For schools that received two 2014-2015 School Quality Reports, such as a K-12 school, the higher of each of the element ratings will be used.
- Schools that meet any of the criteria listed above, but do not have an appointed principal, can receive a QR at any point throughout the school year, though to the extent practicable, reviewers will consider the timing of the review and the status of the school leader when scheduling the review.

Reviewers

Reviewers are experienced educators who are trained to conduct a Quality Review.

Reviewer Code of Conduct

All reviewers are committed to a code of conduct that guides their work. Principals should contact the executive director of the Office of School Quality if they believe the code of conduct has been violated.

The code of conduct requires that each reviewer:

- Prepares thoroughly for school visits
- Communicates clearly with the principal ahead of time to set school visit schedules and reduce anxiety
- Works with integrity, treating everyone with courtesy and respect
- Minimizes stress and does not demand unreasonable amounts of paperwork or time
- Acts with the best interests and well-being of students and staff in mind
- Evaluates objectively and impartially
- Consistently shares emerging issues with school leaders during school visits
- Reports honestly and fairly, ensuring that evidence and conclusions accurately and reliably reflect the school's practices
- Accepts and complies with the quality assurance process
- Respects the confidentiality of information
- Submits all report drafts in a timely manner, taking into account constructive feedback from readers
- Participates in training and professional learning or attends make-up sessions, as required
- Communicates clearly, accurately, and sensitively

Reviewer Professional Learning

Reviewers participate in professional learning sessions focused on norming and calibration of evidence based on the Quality Review Rubric. During trainings, reviewers collectively use the QR Rubric to examine school documents and reflect on evaluation criteria across rating categories. The language of the elements for the *Framework for Great Schools* will continue to be integrated into trainings around the QR, promoting a shared vision of school quality.

Reviewers and Other Review Participants

The Quality Review is conducted by a lead reviewer who may be accompanied by another reviewer or participant. The official email notification of an upcoming QR sent to principals will identify if an additional reviewer or participant will be joining the school visit.

Lead Reviewer

Lead reviewers are responsible for leading the Quality Review and producing the Quality Review Report.

Associate Reviewer

In schools with 1,500 students or more, an associate reviewer will accompany the lead reviewer for a portion of the Quality Review. Associate reviewers participate in the first half of Day 1, which consists of the initial leadership meeting, a classroom visit with both reviewers and school leaders, and five additional classroom visits accompanied by a school leader other than the principal. By mid-day, associate reviewers will provide the lead reviewer with completed classroom visit tools before leaving.

Shadow Participant

The shadow participant observes the Quality Review process in action but does not influence the rating of a school or make any recommendations in the process.

Mentor

A mentor is an experienced reviewer that is present throughout the review to support the lead reviewer.

Quality Review Rubric

The 2016-2017 Quality Review Rubric has 10 indicators within three quality categories. **See Quality Review Rubric**.

Instructional Core

- 1.1 Curriculum
- 1.2 Pedagogy
- 2.2 Assessment

School Culture

- 1.4 Positive Learning Environment
- 3.4 High Expectations

Systems for Improvement

- 1.3 Leveraging Resources
- 3.1 Goals and Action Plans
- 4.1 Teacher Support and Supervision
- 4.2 Teacher Teams and Leadership Development
- 5.1 Monitoring and Revising Systems

As schools strengthen practices outlined in the Quality Review Rubric to support student achievement, the impact of this work will be reflected within the elements of the *Framework for Great Schools*.

School Quality Expectations

Evidence gathered during the Quality Review process will be assessed based on criteria outlined in the Quality Review Rubric for the 10 Quality Indicators. Below are examples of evidence of school practices and their resulting impact, aligned to six of those indicators and their sub-indicators. The six indicators represented here reflect the focused indicators of the 2016-2017 Quality Review process. These examples are not meant to serve as an exhaustive checklist, but rather as guidance for school communities about expectations of well-developed practices that support effective teaching and learning.[4] [5] [6]

1.1 Curriculum

To be Well Developed, it is expected that:

- School leaders and teachers can articulate how they ensure curricula are aligned to the Common Core Learning Standards (CCLS) and other content area standards; they can also articulate a chosen strategy for integrating the instructional shifts. These strategies have resulted in coherence across grades and subjects. Coherence is defined as a fluid connection and coordination between the topics students study in each subject within a grade and as they advance through the grades. (a)

- The school has clearly defined criteria for what it means to exit a grade level and to attain the enduring understandings and key skills that ensure success in college and career. (a)

- School leaders and teachers integrate the instructional shifts by making purposeful connections between the shifts and the topics in each subject, within a grade and as students advance through the grades, so as to promote college and career readiness. (a)

- School leaders and teachers can articulate how curricula, across and within grade levels, are aligned to the CCLS and scaffold student success to promote college and career readiness for all students. (a)

- Rigorous habits and higher order skills—such as those that require students to create their own meaning, integrate skills into processes, and use what they have learned to solve real world problems—are identified, defined, and embedded within curricula and academic tasks coherently across grades and subjects. (b)

- Curricula and academic tasks require students, including English Language Learners and students with disabilities, to think accurately and with clarity, identify and consider multiple meanings and interpretations, take and support positions, resist impulsivity and engage in disciplined inquiry and thought, use and adapt what they know, deal with ambiguity, and demonstrate their thinking in new learning situations. (b)

- Habits, as follows, are explicitly embedded in classroom instruction and academic tasks: persisting, managing impulsivity, listening with understanding and empathy, thinking flexibly,

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[4] Ainsworth, L., & Viegut, D. *Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment.* Corwin Press, 2006.

[5] Schmidt, W., Hsing C., & McKnight, C. *Curriculum Coherence: An Examination of US Mathematics and Science Content Standards From an International Perspective.* Journal of Curriculum Studies, Vol. 37, No. 5, 09.2005, p. 525-559.

[6] Stiggins, R. J., Arter, J., Chappuis J., & Chappuis, S. *Classroom Assessment for Student Learning: Doing it Right, Using it Well.* Pearson, 2004.

using metacognition, questioning and problem posing, applying past knowledge to new situations, thinking and communicating with clarity and precision, creating, imagining, and innovating, taking responsible risks, thinking interdependently, and remaining open to continuous learning. (b)

- Curricula and tasks, across grades and subjects, challenge all students, including English Language Learners and students with disabilities, to think critically; instruction provides scaffolds to ensure students can demonstrate their thinking through the work products they are asked to create. (b)

- Teachers across grades and subjects use student work and data to plan and refine curricula and academic tasks in order to cognitively engage all students, including lowest and highest achieving students. (c)

- School leaders and teachers provide a data-based rationale that identifies areas of growth or achievement gaps for all students, including English Language Learners, students with disabilities, and other subgroups. The rationale also explains how curricula and academic tasks are planned and refined so that all students access curricula and tasks and are cognitively engaged at a level consistent with the academic expectations for that grade level or beyond. (c)

- Curricula and academic tasks are designed to engage students, advance them through the content, and assess their understanding as evidenced by their work products. (c)

1.2 Pedagogy

To be Well Developed, it is expected that:

- Across a preponderance of classrooms, teacher practices consistently reflect and support schoolwide beliefs about how students learn best; teachers and school leaders can articulate how those beliefs are informed by the Danielson *Framework for Teaching*, aligned to curricula, and shaped by teacher team and faculty input. (a)

- Instruction, outcomes, strategies, and learning activities are derived from standards-based curricula and reflect school leaders' espoused beliefs about optimal student learning situations; beliefs are influenced by the priorities of the Danielson *Framework for Teaching* and CCLS instructional shifts. (a)

- Instructional student groups are organized thoughtfully and are varied as appropriate; they build on student strengths and incorporate student choice, as appropriate, to maximize learning. Plans for lessons or units are well structured with appropriate pacing and time allocations. (b)

- Lessons and teaching documents represent deep content knowledge, understanding of diverse students' linguistic differences and other needs, and available resources (including technology) resulting in a series of learning activities that engage students in high-level cognitive activity. The lesson and unit structure is clear and allows for different pathways to understanding according to diverse student needs. (b)

- Teachers can explain how particular teaching strategies and instructional tasks address the needs of individual students and subgroups, such as English Language Learners, students

with disabilities, lowest third, and highest performers, by articulating how the task is designed or identifying examples of ways student learning is supported or extended. (b)

- Teaching practices leverage strategies such as inquiry, project-based and collaborative learning, questioning, and discussions that promote high levels of thinking. Strategic use of scaffolding techniques, that may be in the student's native language, including modeling, needs-based grouping, activating prior knowledge, effective use of graphic organizers, visuals, imagery, technology, and building academic vocabulary provides multiple entry points to lessons and tasks for all learners. (b)

- Across classrooms, teachers strategically use scaffolds, questioning, opportunities for choice, and other teaching practices to create a variety of ways for students to access the content or task, be supported in learning, or extend it to different possible endpoints, so all students show mastery of the learning objectives and corresponding standards. (b)

- Teachers across classrooms provide students with challenging learning tasks that require them to use critical thinking, analysis, and problem solving; tasks encourage inquiry, collaboration, and ownership among students. (b, c)

- Teachers use a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. These high-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and arrive at new understandings of complex material. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. (b, c)

- Students, across classrooms, produce work and engage in discussions that reflect critical thinking, creativity, innovation, and problem-solving, as well as student ownership of the learning process. (c)

- Ample student-to-student dialogue, using academic vocabulary and evidence-based accountable talk, is built into the lesson. Students can articulate what they are working towards, why it is important, and how they help determine the direction of lessons. (c)

2.2 Assessment
To be Well Developed, it is expected that:

- Teachers and school leaders articulate coherent reasons for assessment choices; assessments are aligned to CCLS and/or content standards in the curriculum. These choices deliver a range of data, some daily, some monthly, and some quarterly, to sustain collaborative inquiry and continuously improve instruction. (a)

- Teachers collaborate on designing and modifying common grade-wide, curriculum-aligned assessments, rubrics, and grading policies that are customized to address data-defined student and subgroup needs. These tools are used by teachers and school leaders to track progress towards goals across grades and subject areas and make instructional decisions. (a, b)

- A variety of feedback to students from both teachers and peers is accurate, specific, timely, and advances learning. (a, c)

- Teachers in teams determine important topics to assess with common formative assessments. Teachers effectively "unpack" the standards and analyze the instructional shifts for those topics to pinpoint concepts and skills students need to know and be able to do. The validity and reliability of school-level assessments are ensured through the consistent, collaborative structures for norming and interpretation of evidence used to evaluate student performance. (b)

- Teacher teams agree on learning goals and benchmark performances for units, tasks, and courses prior to designing or using formative assessments to measure student mastery of the goals. (b)

- Teachers and teacher teams effectively analyze data to glean information about students' progress and learning needs relative to the learning goals. (b)

- Teachers accurately identify specific instructional responses to the data, which might include re-teaching content, changing instructional approaches to meet the needs of all students, and developing more challenging tasks or units of study. Adjustments to lessons and tasks are effective and teachers can explicitly cite the impact of their instructional responses and adjustments. (b, c)

- Assessment criteria are written clearly, students are aware of and able to articulate them, and there is evidence that students have helped establish the assessment criteria according to teacher-specified learning objectives. (b, c)

- All learning outcomes have a method for assessment; assessment types match learning expectations and are authentic with real-world applications as appropriate. Plans indicate student choice in assessments, student participation in the design of assessments for their own work, and modified assessments for some students as needed. (c)

- Students are actively involved in collecting information from assessments and providing input. (c)

- Teacher monitoring of student understanding during lessons is visibly active and continuous: the teacher is constantly taking the pulse of the class and makes frequent use of strategies such as cold calling, questioning for explanation, stop and jot prompts, parking lot, double entry journals, and exit slips to elicit information about individual student understanding and trends, resulting in purposeful adjustments to instruction. (c)

- Students consistently self-assess or peer-assess against the assessment criteria and monitor their own understanding and progress either by taking initiative or as a result of tasks set by the teacher. Students are aware of their next learning steps. (c)

3.4 High Expectations

To be Well Developed, it is expected that:

- School leaders create an elevated level of expectations for all staff, which is evidenced throughout the community through verbal and written structures, such as new teacher orientations, ongoing workshops, staff handbook, or school website, that emulate a culture where accountability is reciprocal between all constituents. (a)

- The school has clearly defined standards for professional development that include professional development plans that incorporate staff input and classroom practices as well as embed elements of the Danielson *Framework for Teaching* to ensure that learning for all stakeholders consistently reflects high expectations. (a)

- School leaders and other staff members work as a team in study groups, planning sessions, and other professional development modes, establishing a culture of professionalism that results in a high level of success in teaching and learning across the school. (a)

- Staff members implement effective strategies for communicating high expectations about college and career readiness and partnering with families to ensure all students are challenged to meet or exceed those expectations. (b)

- The school orchestrates ongoing events and creates multiple opportunities to partner with and engage families in learning, fostering their participation in a culture of high expectations connected to college and career readiness, and offering them feedback on their children's progress towards meeting those expectations. (b)

- The school provides ongoing, clear lines of verbal and written communication to families that might include online progress reports, parent-teacher conferences, parent informational sessions and workshops, parent handbook, student handbook, and student-led conferences. This communication serves to deepen parents' understanding of college and career readiness expectations for their children and to empower them to support their children in meeting or exceeding those expectations. (b)

- Teachers and other staff have a set of clear, systematic structures, such as advisory, guidance, or college counseling, for articulating high expectations and sharing information with students, leading to student progress towards mastery of CCLS and college and career readiness expectations. (c)

- Staff members have instituted a culture for learning that provides all students, especially those in high-need subgroups, with focused, effective feedback including clear next steps that determine student accountability for learning goals and expectations to prepare them for their next grade while ensuring their ownership of the learning process. (c)

4.1 Teacher Support and Supervision

To be Well Developed, it is expected that:

- School leaders and teacher peers use low inference and focused observations that are aligned to the Danielson *Framework for Teaching* and any other instructional framework pertinent to the school's vision and mission, for example, International Baccalaureate or Expeditionary Learning. These observations capture the strengths and challenges of teachers' pedagogy and provide a clear picture of next steps, resulting in instructional changes as noted in student data. (a)

- Support for teachers and staff is based on an analysis of student and teacher data and work products. Professional goals and learning experiences are structured around the Danielson *Framework for Teaching* and produce improved teacher practice and student progress. (a)

- Principal is able to name one or two teachers in various categories (ineffective, developing, effective, highly effective) and give clear trajectories of those teachers along with their data, feedback history, and next steps. (a)

- The ongoing cycle of focused observation of classroom practice and follow-up support leads teachers to understand their strengths and challenges and to implement the articulated next steps, resulting in improved classroom practice and student outcomes. (a, b)

- Across multiple teachers, next steps in observation notes consistently align with school and teacher goals and are part of a strategic, articulated plan of action in place to improve teacher practice. (b)

- Majority of teachers and school leaders can articulate how teachers' collaboratively developed goals, which are clearly linked to schoolwide goals and aligned to the Danielson *Framework for Teaching*, play out in classrooms; they can cite student data showing that goals are moving academic outcomes forward for all students. (b)

- Individual teacher growth is documented over time and accompanied by reflection, interim goal setting, and evidence of improved student outcomes. Schoolwide teacher growth and development is measured over time and monitored in light of the accomplishment of schoolwide professional development and student achievement goals. (b, c)

- There is a common understanding of what effective teaching looks and sounds like, including strategies to support students with disabilities and English Language Learners as well as high achieving students, that aligns with the school's goals and philosophy and can be articulated by school leaders and teachers. There is evidence that school leaders have normed feedback around that vision to ensure consistency of teacher development. (b)

- The principal is able to clearly articulate and substantiate a rationale for professional development decisions. This rationale creates a through-line in the methods used to deliver cycles of observations, patterns of feedback, and a professional development plan. Professional development decisions are based on an analysis of teacher progress made on previous feedback, teacher effectiveness data, and student work products. (c)

- Trends in teacher feedback lead to a differentiated plan of support for new, struggling, developing, and effective teachers that goes beyond required mentoring to develop pedagogical and content-area strength; evidence of teacher growth is noted in improved student outcomes. This plan can be articulated by school leaders and by teachers throughout the school illustrated with specific examples and outcomes. (c)

4.2 Teacher Teams and Leadership Development

To be Well Developed, it is expected that:

- The vast majority of teachers collaborate in professional teams where they develop and implement schoolwide instructional practices, embedding the CCLS and instructional shifts to continuously promote improved achievement for all learners. (a)

- Teacher teams clearly articulate how they implement structured professional collaborations using protocols such as looking at student work, Tuning, Noticings and Wonderings, and other practices to strengthen teacher capacity as they create, revise, or adapt curricula to ensure effective integration of the CCLS and instructional shifts into instruction across grades and content areas. (a, b)

- School leaders and teachers have built a culture of professional collaboration, including practices such as team-initiated intervisitations or lesson study, in which they share insights relative to the coherence of teacher pedagogy, thus fostering improvement of outcomes for all learners. (a, b)

- Teacher teams effectively implement systems to monitor a variety of student data and classroom practices that inform instruction leading to the achievement of goals for individual as well as groups of students. (b)

- Teacher teams provide a data-based rationale and analysis of student work that inform their decisions to adjust teacher practice and create strategic goals for groups of students. (b)

- School leaders and teachers offer specific and clear examples of teacher leadership that illustrate how teachers and teacher leaders play a vital role in school-level decision-making. (c)

- School leaders and teacher leaders including team leaders, coaches, mentors, cabinet members, instructional leaders, or department chairs are able to identify distributed leadership structures that are deeply rooted in the school's day-to-day operations and articulate how they serve as a conduit for teacher input in strategic decisions that affect student achievement. (c)

Stages of the Quality Review Overview

The Quality Review process involves stages that apply to all schools, regardless of size and type.

Stage 1: Pre-review Work

Principals will receive an official notification via email at least two weeks prior to their review.

Ahead of the visit, principals are asked to share a completed School Self-Evaluation Form, table of organization, bell schedule, and master schedule or program cards with the reviewer. The reviewer will collaborate with the principal to create a school-specific schedule. **See Stage 1: Pre-review Work**.

New this year is the principal's choice in which principals will have an opportunity to select the event(s) observed to support the evaluation of school practices. **See Principal's Choice**.

Stage 2: School Visit

During the school visit, the reviewer collects low-inference evidence and completes a Record Book, which contains documentation, notes, analyses, concrete examples of evidence, and findings. During the feedback conference at the end of the review, the reviewer provides preliminary verbal feedback along with a printed Preliminary Ratings Form that provides a preliminary rating for each of the 10 Quality Indicators and lists an Area of Celebration, an Area of Focus, and eight Additional Findings. **See Stage 2: School Visit**.

Stage 3: The Quality Review Report

Following the visit, the reviewer produces a written report that includes the ratings for each of the 10 Quality Indicators and narrative feedback on six high-leverage indicators. One indicator is identified as the AoC, another as the AoF, and four others as Additional Findings. Every Quality Review Report goes through a quality assurance process designed to ensure that the report is rooted in the rubric and reflects the evidence gathered during the review with fidelity. **See Stage 3: The Quality Review Report**.

Stage 4: Report Verification

Once the draft report has gone through the quality assurance process, a program associate emails the draft report to the principal for verification. This process allows school leaders to confirm the factual accuracy of the report. **See Stage 4: Report Verification**.

Stage 5: Appeal Process (if applicable)

If principals wish to contest any part of the Quality Review Report, they must email a completed appeal form to the program associate within 10 school days after receiving the school draft of the report. **See Stage 5: Appeal Process**.

Stage 1: Pre-review Work

Reviewers spend a great deal of time and effort preparing for the Quality Review prior to the school visit. This preparation includes reviewing key information about the school, discussing the upcoming QR with the principal, and collaborating with the principal on a school-specific schedule. Information gathered during the pre-review process provides context around a school, helps to inform conversations with the principal, frames the time spent in the school, and streamlines evidence gathering by driving the direction and level of questioning throughout the review.

The pre-review process generally occurs as follows:

Step	Principal Action Steps
Program associate notifies principal of the date of QR and shares the name and biography of reviewer(s)	Begins to prepare documents to submit in preparation of QR
Principal emails reviewer and program associate	Submits school documents (completed SSEF, organization sheet, bell schedule, master schedule or program cards)
Reviewer emails principal overview of QR events, guidance for developing a proposed schedule, and request for pre-review call	Confirms pre-review call and emails proposed schedule to the reviewer
Reviewer calls principal to discuss upcoming QR	Asks any clarifying questions
Reviewer and principal develop school visit schedule	Collaborates with reviewer on developing the school-specific QR schedule

SSEF and Documents to Submit

Principals provide reviewers with school information to provide additional context and help facilitate the logistics of the school visit.

These documents include:

1. School Self-Evaluation Form (SSEF)
   a. Included in the email notification that principals receive from the program associate is guidance on completing and submitting the School Self-Evaluation Form (SSEF). This is a crucial document that will enable the reviewer to understand the school's evaluation of its practices and impact.
      i. To view a copy of the SSEF, **See Appendix A**.
      ii. To download a copy of the SSEF, **See SSEF**.
2. School organization sheet or table of organization
3. School bell schedule
4. School master schedule or program cards

All documents should be emailed to the reviewer and program associate approximately 10 school days before Day 1 of the school visit.

Connecting with the Reviewer

Principals will be connected with the reviewer by email and phone.

Email

Initial communications between the Office of School Quality and the principal will take place via email.

Official Notification Email

Principals will receive an email from an Office of School Quality program associate at least two weeks prior to their school's review. This email will include the dates of the review, the reviewer's bio, and the SSEF template. Principals will be requested to submit a completed SSEF, school organization sheet or table of organization, a bell schedule, and a master schedule or program cards.

Reviewer Introduction Email

Principals will then receive an email from the reviewer. In this email, the reviewer will provide guidance for how to develop a proposed schedule and suggest a date and time for a phone call during which the elements of the review will be discussed. Principals can expect to receive a sample review schedule and be asked to propose a schedule via email to the reviewer prior to their phone call.

Schedule Email

Any adjustments to the proposed schedule will be updated by the reviewer and emailed back to the principal prior to the school visit. All required components of the review will be included in the proposed schedule with the exception of the specific reviewer-selected classes.

Pre-review Call

Prior to the school visit, the reviewer will contact the principal by phone on a date and time agreed to by both the reviewer and principal. The purpose of the call is to review the principal's proposed schedule and submitted documents, discuss the review process, and answer any questions related to the Quality Review. Topics for the phone call may include:

1. **School Visit Overview:** Reviewer offers an overview of all Quality Review events, including those events that are new this year.
2. **SSEF:** Reviewer may ask clarifying questions regarding the content of the SSEF.
3. **Schedule:** Reviewer and principal discuss the proposed schedule, except for the selection of specific classes or students. They collaborate on developing the schedule based on the school's class/prep schedule.
4. **Table of organization:** Reviewer and principal discuss staff in order to inform the reviewer's classroom selections.
5. **Further clarification:** Reviewer answers the principal's questions regarding process and protocols.

Although essential information is discussed and requested during this communication, there will be some variability in the specifics of the conversation. Following the first contact, principals and reviewers can reasonably continue to connect via email or phone.

Creating the Quality Review School Visit Schedule

In the introduction email from the reviewer, principals are asked to generate a proposed schedule that takes into consideration the required QR events and their school's bell schedule. Principals are expected to email the schedule and other requested documents to the reviewer no later than 10 school days before the QR.

On the morning of Day 1 of the school visit, the reviewer will communicate the classes that will be visited in the first round of visits for the day, and the reviewer, in consultation with the principal, will make any necessary adjustments to the proposed schedule. A conversation between the reviewer and the principal informs the principal's selection of classes for the second round of classroom visits that take place on Day 1 and Day 2.

Sample School Visit Schedules

When creating a school visit schedule, consider each of the following required events and suggested duration for each:

1. Sample visit schedule for a school with fewer than 1,500 students

Day 1

Duration	Event
60 – 90 minutes	Leadership Meeting 1
45 – 60 minutes	Classroom Visits and Debriefs (3)
30 – 45 minutes	Small Group Student Meeting (6 students)
40 – 45 minutes	Teacher Team Observation
30 – 40 minutes	Mid-day Reflection (lunch)
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 45 minutes	Teacher Question-and-Answer Meeting 1
45 – 60 minutes	Leadership Meeting 2
60 – 90 minutes	Reviewer Reflection
30 – 45 minutes	End-of-Day Debrief

Day 2

Duration	Event
45 – 60 minutes	Leadership Meeting 3
30 – 45 minutes	Teacher Question-and-Answer Meeting 2
30 – 40 minutes	Large Group Student Meeting (10 students)
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Mid-day Reflection (lunch)
30 – 40 minutes	Principal's Choice
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Parent Meeting (8-10 parents)
10 – 15 minutes	End-of-Day Debrief
60 – 90 minutes	Reviewer Reflection
45 – 60 minutes	Feedback Conference

The actual sequence of events will be determined by the reviewer and the principal during the pre-review phone conference. The time allocations noted above are recommendations and can be negotiated based on the school's schedule.

2. Sample visit schedule for a school with 1,500 students or more

Quality Reviews for schools with 1,500 students or more will have an associate reviewer on Day 1.

Day 1

Time	Event	
	Lead Reviewer	**Associate Reviewer**
60 – 90 minutes	Leadership Meeting 1	
20 minutes	Classroom Visit and Debrief (1) (w/ principal, AP and both reviewers)	
30 – 45 minutes	Classroom visits (2) w/ principal	Classroom visits (2) w/ AP
30 – 45 minutes	Small Group Student Meeting (6 students)	Classroom visits (3) with principal or AP
40 – 45 minutes	Teacher Team Observation	Evidence review
30 – 40 minutes	Mid-day Reflection (lunch) Associate reviewer departs	
30 – 45 minutes	Classroom visits (2) with principal	
30 – 45 minutes	Teacher Question-and-Answer Meeting 1	
45 – 60 minutes	Leadership Meeting 2	
60 – 90 minutes	Reviewer Reflection	
30 – 45 minutes	End-of-Day Debrief	

Day 2

Duration	Event
45 – 60 minutes	Leadership Meeting 3
30 – 45 minutes	Teacher Question-and-Answer Meeting 2
30 – 40 minutes	Large Group Student Meeting (10 students)
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Mid-day Reflection (lunch)
30 – 40 minutes	Principal's Choice
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Parent Meeting (8-10 parents)
10 – 15 minutes	End-of-Day Debrief
60 – 90 minutes	Reviewer Reflection
45 – 60 minutes	Feedback Conference

The actual sequence of events will be determined by the reviewer and the principal during the pre-review phone conference. The time allocations noted above are recommendations and can be negotiated based on the school's schedule.

3. Sample visit schedule for multi-site schools

Day 1

Duration	Event
60 – 90 minutes	Leadership Meeting 1
45 – 60 minutes	Classroom Visits and Debriefs (3)
30 – 45 minutes	Small Group Student Meeting (6 students)
40 – 45 minutes	Teacher Team Observation
30 – 40 minutes	Mid-day Reflection (lunch)
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 45 minutes	Teacher Question-and-Answer Meeting 1
45 – 60 minutes	Leadership Meeting 2
60 – 90 minutes	Reviewer Reflection
30 – 45 minutes	End-of Day-Debrief
30 minutes	Transition travel time

Day 2

Duration	Event
45 – 60 minutes	Leadership Meeting 3
30 – 45 minutes	Teacher Question-and-Answer Meeting 2
30 – 40 minutes	Large Group Student Meeting (10 students)
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Mid-day Reflection (lunch)
30 – 40 minutes	Principal's Choice
30 – 45 minutes	Classroom Visits and Debriefs (2)
30 – 40 minutes	Parent Meeting (8-10 parents)
10 – 15 minutes	End-of-Day Debrief
60 – 90 minutes	Reviewer Reflection
45 – 60 minutes	Feedback Conference
30 minutes	Transition travel time

Multi-site schools will have an additional 30 minutes of travel time per day. The actual sequence of events will be determined by the reviewer and the principal during the pre-review phone conference. The time allocations noted above are recommendations and can be negotiated based on the school's schedule.

School Visit Event Overview

Event	Duration	Description	Participants	Principal participates in meeting	Participants selected by
Leadership Meeting 1	60 – 90 minutes	Interview format with a discussion about school practices in place and the impact of those practices on teaching and learning	Reviewer, principal, and may include members of the leadership cabinet	Yes	Principal
Leadership Meeting 2	45 – 60 minutes				
Leadership Meeting 3	45 – 60 minutes				
Classroom Visits & Debriefs (9 or 14*)	15 – 20 minutes	Reviewers gather evidence on instruction and engagement, student work, and assessment of learning. Visits are followed by an exchange between reviewer and principal about what was observed. For schools with fewer than 1,500 students: • Day 1 reviewer selects 3, principal selects 2 • Day 2 reviewer selects 2, principal selects 2 For schools with 1,500 students or more: • Day 1 reviewer selects 8, principal selects 2 • Day 2 reviewer selects 2, principal selects 2	Reviewer and principal	Yes	Reviewer and principal
Teacher Team Observation	40 – 45 minutes	Reviewer observes teachers engaged in a process that addresses the connection between student work and/or data and resulting teacher actions	Reviewer and teachers	No	Principal
Teacher Question-and-Answer Meeting 1	30 – 45 minutes	Reviewer discusses with teachers school practices in place and the impact of those practices on teaching and learning	Reviewer and teachers	No	Principal
Teacher Question-and-Answer Meeting 2	30 – 45 minutes				
Small Group Student Meeting	30 – 45 minutes	Reviewer discusses with students specific pieces of their work, their experiences as learners, and overall school culture	Reviewer and students	No	Reviewer and principal
Large Group Student Meeting	30 – 40 minutes				
Parent Meeting	30 – 40 minutes	Reviewer discusses with parents their impressions of instruction, school culture, academic expectations and communication between school and home	Reviewer and parents	No	Principal
Principal's Choice	30 – 40 minutes	Principal can present school practices that highlight area(s) not otherwise included in the scheduled events; time may be split between one or two events	Reviewer, principal, and may include members of the leadership cabinet	Yes	Principal
Mid-day Reflection (2x)	30 – 40 minutes	Evidence review	Reviewer	No	Reviewer
Reviewer Reflection (2x)	60 – 90 minutes	Evidence review and rating of the 10 Quality Indicators	Reviewer	No	Reviewer
End-of-Day Debrief Day 1	30 – 45 minutes	Reviewer discusses with principal evidence presented over the course of the day.	Reviewer, principal, and may include members of the leadership cabinet	Yes	Principal
End-of-Day Debrief Day 2	10 – 15 minutes				
Feedback Conference	45 – 60 minutes	Reviewer shares preliminary ratings on the 10 indicators and provides verbal feedback that substantiates those ratings	Reviewer, principal, and may include members of the leadership cabinet or other key stakeholders	Yes	Principal

*Large schools with enrollment of 1,500 or more students require 14 classroom visits; all other schools require 9

**The UFT chapter leader should be invited to one of the teacher question-and-answer meetings, unless the UFT chapter leader is a member of the teacher team that is being observed. As an alternative, the reviewer, in consultation with the principal, may schedule a meeting with the UFT chapter leader for approximately 15 minutes.

School Context Provided to Reviewers

In preparation for the Quality Review, reviewers carefully analyze school data, key information, and documents the principal submits.

Reviewers look at recent school information and data including reports like the school's Comprehensive Educational Plan (CEP), School Quality Reports, NYC School Survey results, and previous Quality Review Reports. These reports inform overarching context to help provide background and focus for the review. Along with information from the SSEF, reviewers also consult an array of other school, teacher, and student data to develop questions to ask during the review in order to gain a deeper understanding of the school's practices.

Stage 2: School Visit

The Quality Review school visit is a two-day process that evaluates how well schools are organized to support student learning and teacher practice. The quality of school practices are rated based on criteria outlined in the 10 Quality Indicators of the Quality Review Rubric in three categories: the instructional core, school culture, and systems for improvement.

During the Quality Review visit, the reviewer visits classrooms and meets with school leaders, teachers, students, and parents in order to gather evidence to determine the ratings on the 10 Quality Indicators.

At the end of the two-day process, schools receive preliminary ratings and verbal feedback on the 10 Quality Indicators, including an Area of Celebration and an Area of Focus. Six of the 10 Quality Indicators will be written about in the school's published report that will be delivered to schools approximately eight weeks following the Quality Review.

See Quality Review Rubric.

See Quality Review Big Ideas.

See Quality Review School Quality Expectations.

Record Book Overview

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 Quality Review process.

The Record Book is organized into sections devoted to pre-review preparation, meetings with leadership, students, parents, and teachers, classroom visits, the teacher team observation, the principal's choice event(s), the end-of-day debriefing sessions, and the feedback conference. **See Record Book**.

Review of Curricula

The Quality Review Rubric has no stance on what curriculum a school has selected or developed. Whether a school has purchased curriculum or is developing its own, the assessment of Quality Indicator 1.1 focuses on purposeful decision-making regarding a school's curriculum, the effectiveness of planning to meet students' needs, and the degree to which all students have access to challenging and rigorous learning experiences.

Reviewers may review the following instructional/curricular documents:
- Lesson plans from classroom visitations conducted during the school visit
- Unit plans and culminating tasks that situate the lessons viewed during classroom visits
- Student work that is yielded from lesson plans
- Prior unit plans, culminating tasks, and student work

Reviewers may ask for unit plans/tasks implemented to date and will take time of the year that the visit takes place and the work underway in each school into consideration.

Please note:
According to new UFT contractual guidelines, curriculum is defined as:

    a) A list of content and topics,
    b) Scope and sequence; and
    c) A list of what students are expected to know and be able to do after studying each topic.

Core Subjects are defined as follows: Math, including, but not limited to, Algebra and Geometry, Social Studies, English Language Arts, Science, including, but not limited to, General Science, Biology, Earth Science, Chemistry and Physics, Foreign Languages, and other subject areas named by the DOE and shared with the UFT. It is understood that the DOE's obligation to provide curriculum shall extend to Core courses that may be electives.

Article 8E of the collective bargaining agreement covering teachers shall be amended to add the following:

A "Unit Plan," also known as a "Curriculum Unit," means a brief plan, by and for the use of the teacher, describing a related series of lesson plans and shall include: (1) the topic/theme/duration; (2) essential question(s); (3) standard(s); (4) key student learning objectives;(5) sequence of key learning activities; (6) text(s) and materials to be used; and (7) assessment(s).

Unit plans should consist of (at minimum) a one-page form agreed upon by UFT and DOE and may include multiple subjects within the one page form. Schools will not be required to provide copies other than the agreed upon Unit plan.

Meetings with the School Leaders

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 the school's practices and impact are welcome to join the conversation. For example, the principal may choose to include assistant principals, the professional development committee leader, or instructional coach(es). Though not required, principals may choose to bring existing documents or evidence in order to illustrate school practices that are discussed in these meetings.

Classroom Visits and Debriefs

The principal and reviewer will visit at least nine classrooms together throughout the two days to look for evidence and collect low-inference notes related to instruction, student engagement, assessment, expectations, and school culture. There is no expectation that teachers will receive feedback from the reviewer during the visit. School leaders are encouraged to represent themselves as an observer to the lesson during visits and not interfere with, alter, or make suggestions to teacher-led instructional plans.

A debrief with school leaders of all classrooms visited will occur in a timely manner relevant to the classroom visit and not be integrated into leadership meetings. Specific questions may be asked of principals based on their observations during classroom visits. It is also an opportunity for reviewers to briefly share feedback, particularly if it is not aligned with the school leader's or the school's instructional goals.

Meetings with Student Groups

Reviewers should select students who have missed no more than three to four days of school. In preparation for an unexpected student absence, reviewers will select alternate students.

Small Group

A total of six students will participate in the small group student meeting. The reviewer selects four students based on demographic and student performance data or from visited classes. The principal selects two students. This group of students should reflect a range of student need 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. Students will be asked to discuss specific pieces of work and their experience as learners.

Large Group

A total of 10 students will participate in the large group student meeting. The reviewer selects eight students and the principal selects two. This group should include students who are representative of the student population at the school, including students across genders, grade levels, ethnicities, and achievement levels. English Language Learners and students with

disabilities should be included appropriately given their prevalence in the student population. The group may include, if appropriate, a representative from student government, honor society, or members of the school's athletic teams, clubs, and/or arts organizations.

In a discussion with this group, reviewers will assess students' perceptions about school culture and their understanding of the school's expectations.

Meetings with the Teacher Teams

The reviewer is looking and listening for evidence to determine teacher understanding of practices related to the instructional core, school culture, and the systems for improvement in the school.

Teacher Team Observation

The reviewer, in collaboration with the principal, will select one team of teachers to be observed by the reviewer 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.

The teacher team meeting should have a clear beginning, middle, and end and should be 40-45 minutes. The leader of the meeting and the reviewer may agree to five to ten minutes at the end of the meeting if needed for clarifying questions based on what the reviewer observed.

In the case that teacher team meetings are not slated to occur during the two-day school visit, efforts should be made to schedule a teacher team observation that best represents the practices of a typical team. If this is not possible, the reviewer and principal can schedule a third teacher question-and-answer meeting focused on capturing evidence of the effectiveness of teacher teams engaged in collaborative inquiry at the school visit.

Teacher Question-and-Answer Meetings

The reviewer will meet with a group of teachers two times during the school visit. Each meeting will be between the reviewer and a group of teachers selected by the principal representing the various contents areas, grades, and teacher teams. At the principal's discretion, staff such as guidance counselors, coaches, and support staff may attend. These conversations will focus on pedagogy, professional collaborations, the allocation of resources, teacher support and supervision, and school culture. Teachers may come prepared to discuss and provide evidence of:

- The impact of their inquiry work and how they use data to adjust instructional practices and strategies, plan for meeting student needs, and track student progress
- The effectiveness of instructional support structures
- Their role in achieving school goals
- School practices designed to address student social/emotional support and education
- The manner in which high expectations are communicated to staff, parents, and students

Meeting with Parents

Ideally, this group would include eight to ten parents of students across various grade levels, ethnicities, and diversity of learners, such as general education students, students with disabilities, English Language Learners, and high-performing students. Parents new to the school as well as those with a long-standing relationship with the school would add additional balance. A representative from both the Parent Teacher Association or Parent Association and the School Leadership Team must be included. If non-English speaking parents participate, it is recommended that other parents who are willing to translate be invited.

Parents should come prepared to discuss:

- How the school supports their children's learning
- Their impressions of school culture
- The manner in which expectations are communicated and how they are able to partner with the school to help their children meet the expectations
- How the school sets goals and communicates them

The parent coordinator should not expect to participate in the parent meeting.

Principal's Choice

New for the 2016-2017 year, principals will have an opportunity to present school practices as part of the principal's choice event. This time is set aside so the principal may highlight area(s) that will support the evaluation of school practices aligned to any of the 10 Quality Indicators of the Quality Review Rubric.

The 30-40 minutes may be broken up into no more than two shorter blocks of time. Principals may choose for reviewers to observe authentic aspects of the school's program that are not otherwise included in the QR schedule or choose event(s) that are similar to a typical QR event.

Examples of authentic aspects of a school's program that are not otherwise included in the QR schedule include arrival or dismissal, advisory periods, an afterschool program, or a professional learning session. Examples of typical QR events include an additional leadership meeting with key members of the school community, or a classroom visit with a focus that is significant to the school such as a class related to the school's theme or special program.

Reviewers will assess all evidence gathered according to the Quality Review Rubric as they do for every other event during the review process. Evidence gathered during the principal's choice event is not rated separately or differently; it is assessed in relation to the criteria within the Quality Review Rubric as is all other evidence gathered during the review process. In addition, there is no guarantee that evidence gathered in the principal's choice event will be specifically referenced in the Quality Review Report.

If a principal chooses not to take the opportunity to provide additional evidence of school practice, the reviewer will use the 30-40 minutes as additional reflection time.

End-of-Day Debriefs

Core participants at these meetings are the reviewer and the principal. Additional leadership cabinet members may be present at the discretion of the principal. Verbal feedback is provided during end-of-day debriefs, which includes low- and mid-inference findings.

Day 1

The purpose of this meeting is to discuss noticings, patterns, and trends across the various events of the day. A sample protocol is suggested below and may be used during the end-of-day debrief.

The reviewer begins by providing a brief summary of the suggested three-step protocol used for this debrief.

Step 1

The reviewer shares with school leaders what was seen and heard over the course of the day. Without giving ratings, low- and mid-inference evidence is provided along with rubric-informed descriptors to convey the quality of school practices and their impact. This feedback might inform the school leaders in providing evidence on Day 2 that may not have been presented on Day 1.

Step 2

School leaders ask clarifying questions and respond by confirming findings statements and/or offering additional information.

The reviewer may need to ask school leaders to remain low on the ladder of inference, which means keeping the discussion and comments based on evidence as much as possible before making interpretations of what was seen and heard during the day.

Step 3

The reviewer may request documents that were mentioned over the course of Day 1 but have yet to be presented. If such evidence is not readily available, school leaders could have additional evidence ready when the reviewer returns on Day 2.

Day 2

As with the Day 1 debrief, the purpose of this meeting is to discuss noticings, patterns, and trends across the various events of the day. A sample protocol is suggested below and may be used during the end-of-day debrief.

The reviewer begins by providing a brief summary of the three-step protocol used for this debrief.

Step 1

The reviewer shares with school leaders what was seen and heard over the course of the day. Without giving ratings, low- and mid-inference evidence is provided along with rubric-informed

descriptors to convey the quality of school practices and their impact. This feedback should inform the school leaders in providing evidence on Day 2 that may not have been presented on Day 1.

Step 2
School leaders ask clarifying questions and respond by confirming findings statements and/or offering additional information.

The reviewer may need to ask the school leaders to remain low on the ladder of inference, which means keeping the discussion and comments based on evidence as much as possible before making interpretations of what was seen and heard during the day.

Step 3
The reviewer may request documents that were mentioned over the course of Day 2 but have yet to be presented. Such evidence should be made available within the first 30 minutes of the reviewer's reflection time.

Feedback Conference Protocol

The last event at the end of Day 2 is the 45-60 minute feedback conference between the reviewer and the principal.

Attendees at the feedback conference include the reviewer, principal, and upon principal's invitation, key instructional leadership cabinet members and one representative of field or central support personnel, such as a leadership coach/mentor, district/borough staff, or Affinity/partner organization staff member. The feedback conference is conducted between the reviewer and principal; however, at the discretion of the principal, the other participants invited may contribute to the presentation of evidence as noted below in the overview.

Step 1

Starting with the Area of Celebration, the reviewer reads the description of the Quality Indicator exactly as it appears in the Quality Review Rubric. Observed trends in practices and supporting evidence to substantiate the rating are then shared. Next, the reviewer shares the preliminary rating that was determined for this Quality Indicator. (~3 minutes)

The reviewer then repeats this process for the Area of Focus followed by each of the eight Quality Indicators that fall under Additional Findings. Regardless of which indicators are identified as the AoC and AoF, the sequence of the remaining eight should be the Instructional Core, School Culture, and Systems for Improvement. (~20-30 minutes)

Step 2

The reviewer provides the principal and participants a copy of the Preliminary Ratings Form that contains the provisional rating of each Quality Indicator and identifies the selected AoC and AoF. (~2 minutes)

Step 3

The principal then takes a few minutes to respond to the reviewer's feedback, comment on supporting evidence, preliminary ratings, and selected AoC and AoF, and present additional evidence that may not have been considered. The principal may also ask clarifying questions about what the reviewer said. (~10-15 minutes)

Step 4

The reviewer may then invite other participants to offer evidence they believe was not taken into consideration in the various Quality Indicator ratings. The reviewer states that the preliminary ratings will stand and that any additional evidence presented will be documented in the Record Book and considered as the final ratings are determined during the report writing and quality assurance processes. (~5-10 minutes)

Step 5

The reviewer ends the meeting by first acknowledging commentary and participant feedback and then by reminding the principal that a formal Quality Review Report will be sent to the school in approximately eight weeks. (~2 minutes)

Stages 1 and 2 FAQ

Question: What if a school does not submit its SSEF 10 school days before the review?
Response: The SSEF is an opportunity for the school community to frame its work and help the reviewer understand school context, strengths, and priorities. Principals should make every effort to get the SSEF to the reviewer in a timely fashion.

Question: What if the reviewer does not contact the principal 10 school days before the review?
Response: If the school has not heard from the reviewer 10 school days before the visit, the Office of School Quality should be notified by emailing the program associate who sent the official email notification.

Question: Can reviewers conduct Quality Reviews at the same school more than once?
Response: Yes. However, reviewers are not assigned to conduct consecutive Quality Reviews at a school.

Question: Do reviewers contact the principal after the school visit?
Response: A reviewer may contact the principal with clarifying questions, if necessary.

Stage 3: The Quality Review Report

After the school visit, reviewers write an evaluative report that assigns individual ratings of Underdeveloped, Developing, Proficient, and Well Developed to school practices that are aligned to each of the indicators found within the Quality Review Rubric. The Quality Review report reflects a rubric-based assessment of experiences and evidence gathered during the school visit. In addition to the 10 indicator ratings, a school's final QR Report will include narrative feedback on six of the 10 indicators.

Structure of the 2016-2017 Quality Review Report

The Quality Review report is organized into six sections:

1. **The Quality Review Report:** provides an overview of the Quality Review Report
2. **Information about the School:** provides a link to information about the school
3. **School Quality Ratings:** provides the ratings for the 10 Quality Indicators in three categories (Instructional Core, School Culture, and Systems for Improvement) and identifies the Area of Celebration and Area of Focus
4. **Area of Celebration:** provides the findings, impact, and three to five bullets of supporting evidence that highlight an area in which the school does well to support student learning and achievement
5. **Area of Focus:** provides the findings, impact, and three to five bullets of supporting evidence that highlight an area the school should work on to support student learning and achievement
6. **Additional Findings:** provide the findings, impact, and three to five bullets of supporting evidence for four of the remaining eight Quality Indicators

Customized Feedback with a Focused Approach

The Quality Review Report is customized to each school *and* is rooted in a focused set of high-leverage indicators that capture the system's priorities. The report provides the school community with evidence-based information about the school's development and serves as a source of feedback for the school leaders to fuel improvement planning and support for students.

Reviewers customize the narrative feedback by selecting indicators from across the entire rubric. In order to provide a comprehensive assessment of each school, and after careful consideration of all the evidence, the AoC is chosen from among the highest-rated indicators, the AoF is chosen from among the lowest-rated indicators, and the Additional Findings are chosen from among a prioritized set of focused indicators. These focused indicators are listed in priority order below.

1. 1.1 Curriculum, 1.2 Pedagogy, and 2.2 Assessment
2. 4.2 Teacher Teams and Leadership Development
3. 3.4 High Expectations
4. 4.1 Teacher Support and Supervision

The priority of these indicators is not meant to minimize the importance of any area of the rubric, but rather to build upon the feedback provided to schools in the 2014-2015 and 2015-2016 school years.

Indicators Included in the Quality Review Report

The report presents the Area of Celebration first, followed by the Area of Focus, and then the four additional indicators.

The report illustrated in Example A below will have narrative feedback on 1.4 Positive Learning Environment as the AoC, 5.1 Monitoring and Revising Systems as the AoF, and the Additional Findings will be 1.1 Curriculum, 1.2 Pedagogy, 2.2 Assessment, and 4.2 Teacher Teams and Leadership Development.

Example A

Instructional Core	Area	Rating
1.1 Curriculum	Additional Finding	Proficient
1.2 Pedagogy	Additional Finding	Proficient
2.2 Assessment	Additional Finding	Proficient
School Culture	**Area**	**Rating**
1.4 Positive Learning Environment	Area of Celebration	Well Developed
3.4 High Expectations		Proficient
Systems for Improvement	**Area**	**Rating**
1.3 Leveraging Resources		Proficient
3.1 Goals and Action Plans		Proficient
4.1 Teacher Support and Supervision		Proficient
4.2 Teacher Teams and Leadership Development	Additional Finding	Proficient
5.1 Monitoring and Revising Systems	Area of Focus	Developing

The report illustrated in Example B will have narrative feedback on 4.2 Teacher Teams and Leadership Development as the AoC, 1.2 Pedagogy as the AoF, and the Additional Findings will be 1.1 Curriculum, 2.2 Assessment, 3.4 High Expectations, and 4.1 Teacher Support and Supervision.

Example B

Instructional Core	Area	Rating
1.1 Curriculum	Additional Finding	Proficient
1.2 Pedagogy	Area of Focus	Developing
2.2 Assessment	Additional Finding	Proficient
School Culture	Area	Rating
1.4 Positive Learning Environment		Proficient
3.4 High Expectations	Additional Finding	Proficient
Systems for Improvement	Area	Rating
1.3 Leveraging Resources		Proficient
3.1 Goals and Action Plans		Proficient
4.1 Teacher Support and Supervision	Additional Finding	Proficient
4.2 Teacher Teams and Leadership Development	Area of Celebration	Well Developed
5.1 Monitoring and Revising Systems		Proficient

Understanding Findings, Impact, and Supporting Evidence

The narrative feedback of each of the six Quality Indicators includes findings, impact, and supporting evidence (FISE) that align to the given Quality Indicator rating and address at least two of the three sub-indicators outlined in the rubric. FISE reflect the actual experiences of the school visit and are strongly connected, so that the findings and impact encompass and are validated by the supporting evidence, thereby creating a narrative. The reviewer takes great care to exclude detailed, sensitive, or private information that identify any individual student, member of the staff, or member of the community.

Findings

The findings reflect the school as experienced during the review, connect to rubric language, align with the rating, reference at least two sub-indicators, and are no more than two sentences. For the Area of Celebration, the findings accentuate the positive practices that support student learning and achievement at the school. For the Area of Focus, findings state current practices at the school and describe the gap between the current rating and the next level of practice. In the event that the AoF is rated WD, the reviewer should indicate practices to deepen in order to enhance their effectiveness. In general, findings are written in the present tense to indicate ongoing practice.

Impact

The impact is a mid-inference evaluative statement that connects to rubric language, aligns with the rating, references the same sub-indicators as the findings, and is no longer than two sentences. The impact is the result of the practices stated in the findings as they relate to student achievement, teacher practice, cognitive engagement, participation, and ownership of learning or college and career readiness. In general, impact is written in the present tense.

Supporting Evidence

Supporting evidence for each indicator is gathered during the review and is used to illustrate and support the reviewer's findings and related impact statements in the report. Three to five pieces of supporting evidence are presented for each Quality Indicator with specific reference to the sub-indicators included in the findings and impact statements. The evidence addresses all of the criteria for the rating noted in the Quality Review Rubric and identifies schoolwide trends that strongly support both the stated findings and the impact. Relevant and current quantitative or qualitative data may be referenced when appropriate. It is expected that the reviewer provide mid-inference observations about the impact of the practices observed and the documents reviewed in each bullet. Supporting evidence may be written in the past tense to indicate that the practice took place during the review.

In the following examples, some statements are written in one sentence, and some are written in two sentences. One or two bullets of supporting evidence are used in these examples.

Example 1: 1.1 Curriculum, Area of Celebration, Proficient

Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts, with a schoolwide focus on research writing. Planning documents consistently demonstrate rigorous academic tasks that emphasize higher-order thinking skills for all students.

Impact

Lesson plans and curriculum coherently promote career and college readiness by focusing on research and incorporating tasks that require higher-order thinking for all students, including English Language Learners and students with disabilities.

Supporting Evidence

- Lesson plans from science, social studies, English Language Arts (ELA), and math all demonstrate tasks that require students to analyze informational text with a focus on research writing. Students use close reading strategies to develop critical-thinking skills. In a grade six social studies unit, students research and read historical texts on leadership in early civilizations in the western hemisphere and debate the important decisions leading to the development of different governing structures. In a grade eight science unit, a lesson incorporates the use of close reading skills for students to research topics from the text, *The Omnivore's Dilemma*, by Michael Pollan*,* to write a research paper*.*

Example 2: 1.2 Pedagogy, Area of Focus, Developing

Findings

Teachers are in the process of implementing the school leader's instructional guidance on how students learn best and their strategies are becoming aligned to the curricula. Lessons inconsistently provide multiple entry points into the curricula.

Impact

Students, including English Language Learners and students with disabilities, are not consistently demonstrating high levels of thinking in work products as outlined in the Danielson *Framework for Teaching.* Tasks and discussion are not always accessible to all students.

Supporting Evidence

- The school leader's belief that students learn best by "sharing what they know with peers, doing projects, completing tasks themselves, redirecting and refocusing themselves, and using State rubrics for self- and peer-assessment" is beginning to be implemented across classrooms. In a grade eight history class, students in small groups completed a worksheet as they discussed their answers in preparation for writing a paragraph using a schoolwide writing strategy.

- Although the lesson plan outlined generic multiple-entry points for students in a grade six math class, all students had the same worksheet. In a science class, students conducted

experiments while working in groups and discussing the scientific process. However, English Language Learners, grouped together with no additional supports, were unable to discuss the process resulting in incomplete work products.

Example 3: 4.2 Teacher Teams and Leadership Development, Additional Finding, Proficient

Findings
The majority of teachers are engaged in organized Collaborative Inquiry Groups (CIG) to explore effective teaching strategies and develop their own leadership skills.

Impact
Professional collaborations promote the achievement of school goals and the implementation of the Common Core Learning Standards, strengthening the instructional capacity of teachers and enhancing their voice in key decisions that affect student learning across the school.

Supporting Evidence
- A teacher stated, and others agreed, that the function of the CIGs is "to analyze student work to see areas of weakness and strength, to modify curriculum, and to make adjustments to it." Teachers indicated that they share best practices, monitor how their students are performing by looking at student work, and analyze and track benchmark and other assessments, such as the twice-yearly administered Gates-MacGinitie Reading Test (GMRT). As a result of these practices, the instructional capacity of teachers has improved. School leaders documented an increase of 50 percent in the number of teachers rated highly effective since the beginning of the year on the *Framework for Teaching* component dealing with using assessment in instruction.

Quality Assurance Process
All reports go through a rigorous quality assurance process. The process is designed to make certain that the report content is aligned to the rubric and the rating and that information in the report is accurate. This process also ensures that the report provides feedback to school communities with ample supporting evidence that is specific to each school.

In the event that a rating changes during the quality assurance process from the preliminary ratings communicated to the principal during the feedback conference, the reviewer will contact the principal to discuss the change prior to the verification process.

Stage 4: Report Verification

Prior to publication of the final Quality Review Report, the principal will receive an email of a school draft approximately eight weeks after the last day of the school's Quality Review. The principal has the opportunity to confirm the factual accuracy through a report verification process. The principal may respond using the Quality Review Report Verification Form within 10 school days. To view a copy of the Quality Review Report Verification Form, **See Appendix C**.

To download a copy of the Quality Review Report Verification Form, **See Report Verification Form**.

Report Verification Review

Upon receiving the school draft of the Quality Review Report, principals are asked to read the report carefully to check for any factual inaccuracies or items that may need editing regarding factual information provided about the school before the document is published. When completing the Quality Review Report Verification Form, use the instructions listed below in order to ensure an expedient and thorough response from the Office of School Quality:

- Provide the page, paragraph, and text in need of correction
- Provide any factual information required to amend the error
- Email the verification document to the program associate who sent the draft report

If the Office of School Quality does not receive the verification form within that timeframe, the report will be published on the school's web page on the NYCDOE website. Principals may also appeal the rating(s) of specific indicators by providing rubric-aligned evidence and proof of impact, which is a separate process. For more information on this process, **See Appeal Process**.

Stage 5: Appeal Process

A principal can appeal the rating of any Quality Indicator. An appeal is initiated when a principal submits the Quality Review Appeal Request Form. Appeal requests should be submitted within 10 school days of the date of receipt of the school draft of the Quality Review Report. Once initiated, each appeal will be considered carefully and thoroughly by the Office of School Quality. To view the appeal request form, **See Appendix D**.

To download a copy of the Quality Review Appeal Request Reform, **See Appeal Request Form**.

The request for an appeal must come from the principal. Please follow the directions below to ensure a thorough response.

1. Complete the Quality Review Appeal Request Form by 5:00 p.m. 10 school days following receipt of the school draft of the Quality Review Report.
   - Cite the specific indicator(s) being appealed.
   - Include the current rating found in the draft report and the proposed rating change.
   - Provide evidence of supporting practices that substantiate a change in the rating for the indicator(s) being appealed. These practices must appropriately align to the 2016-2017 Quality Review Rubric and must address all three sub-indicators for any indicator included in the appeal.
   - Provide the evidence of impact. The evidence of impact should address how the actions taken by the school impact the outcomes in the school community.
   - Documents submitted as evidence of practices and evidence of impact must be labeled to show the sub-indicator(s) they support.
     - For example, if a principal is appealing a rating of Developing for indicator 2.2, the principal must provide labeled evidence that supports the proposed rating change to Proficient by demonstrating that each of the three sub-indicators, 2.2a, 2.2b, and 2.2c, is Proficient, as reflected in the language of the Quality Review Rubric.
2. A reviewer from the Office of School Quality will reach out to the principal and acknowledge receipt of the appeal and any related documents within five school days.
3. The Office of School Quality will examine the appeal, contacting the lead reviewer and evaluating all relevant documents.
4. If the appeal requires a reviewer to make a visit to the school in order to observe additional data/facts, the principal will be contacted by the Office of School Quality to schedule an appointment.

Upon completion of the investigation, a written response, including rationale for either revising or substantiating ratings of appealed indicators, will be sent to the principal along with the final Quality Review Report within 25 work days, which may be longer if the Office of School Quality determines a school visit is necessary.

Appendix A: School Self-Evaluation Form (SSEF)

NYC Department of Education
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review School Self-Evaluation Form 2016-2017

Name of Principal:	
Name and DBN of School:	
School Telephone Number:	
Principal's Direct Phone Number:	
Number of Years as Principal of This School:	

Purpose

This document serves to capture the principal and school community's evaluation of school practices and the impact of those practices. It is an entry point to understanding key practices, decisions, goals, and impact that are not captured elsewhere. It is *not* meant to be a comprehensive analysis of every aspect of the school community.

Guidance

- Prior to completing the School Self-Evaluation Form (SSEF) it is strongly recommended that you refer to the **Quality Review Rubric**, the **Principal's Guide** and your school's Comprehensive Educational Plan (CEP, SCEP, RSCEP).
- It is recommended that you draw on a wide base of evidence and take the views of staff, students, and families into account. You are strongly encouraged to collaborate with members of your school community to complete this SSEF.
- Your responses should be focused on **practices** (actions your school has taken toward school improvement) and **impact** (results of those practices that can be connected to teacher practice, student achievement, cognitive engagement, participation, and ownership of learning).
    - An example of a **practice** is regularly scheduled teacher collaboration to review student work and discuss adjustments in classroom practices based on discovered student needs.
    - An example of **impact** is the percentage or average improvement in student outcomes as a direct result of the practice.
- Reviewer(s) will use this SSEF as a starting point to understand your evaluation of the practices and the impact of those practices currently taking place at your school.
- Please limit your responses in each section to a maximum of two pages—the entire document should be no more than eight pages. When possible, please use bullets to list multiple points and examples.

Submission

Submit the completed SSEF to the Office of School Quality a minimum of 10 school days prior to your scheduled Quality Review. Please email the completed SSEF to the reviewer and to the Office of School Quality program associate who sent the initial review notice.

Instructional Core: curriculum, pedagogy, assessment
Limit: 2 pages

Reflect on the curricula, pedagogy, and assessments at your school. Consider the following questions in your response:

- What are your core beliefs about how students learn best? What common practices illustrate these beliefs?
- How do teachers plan and refine curricula to meet the needs of the diversity of learners in your school? What system(s) do you have to assess adjustments to curricula and its alignment to Common Core Learning Standards and instructional shifts?
- What assessments do you and your staff administer across grades and subjects? How do you and your staff use data from these assessments to inform instruction?

Considering your responses to the questions above, what has been the **impact** of this work?

Culture: positive learning environment, high expectations
Limit: 2 pages

Reflect on the learning environment and the communication of expectations at your school. Consider the following questions in your response:

- Describe any initiatives that the school community has undertaken to improve the learning environment and overall quality of school culture. What system(s) do you have to assess the quality of school culture?
- What are some shared expectations across the school and in what ways do you communicate those expectations to your school's constituents, including students, staff, and families?
- In what ways do you and/or your staff communicate with families to support students' progress as they prepare for the next grade, the next school level, and college and career?

Considering your responses to the questions above, what has been the **impact** of this work?

Systems for Improvement: goals, teacher support, teacher teams
Limit: 2 pages

Reflect on the systems in place at your school for setting goals, supporting teachers, and structuring teacher teams. Consider the following questions in your response:

- What are the schoolwide goals that illustrate your vision? Are there schoolwide systems established for communicating goals and monitoring progress? If so, what are they?
- How do you use teacher observation data to support teacher development and inform professional development?
- What teacher teams are in place at the school? How do the teams use student work and data to inform decisions?
- What system(s) do you have to assess your staff's professional development, quality of teacher team work, and use of time?

Considering your responses to the questions above, what has been the **impact** of this work?

Optional
Limit: 2 pages
Please share any additional information you believe is crucial to understanding the context of your school's community, if such information has not yet been referenced. Examples may include, but are not limited to: • Special school initiatives • Participation in special programs or major grant-funded activities • Activities or initiatives for which the school has recently received public recognition • Any additional highlights, practices, or features unique to your school or academic program

Appendix B: Sample Preliminary Ratings Form

NYC Department of Education
Carmen Fariña, Chancellor

Quality Review Preliminary Ratings Form 2016-2017

This form presents the preliminary ratings of the 10 Quality Indicators at the end of the Quality Review. Ratings on this form are **provisional** pending the completion of the quality assurance process.

Name and DBN of School:	
Name of Principal:	
Reviewer Name(s):	
Dates of Review:	

School Quality Criteria

Instructional Core

	Area	Rating
1.1 Curriculum	Choose an item.	Choose an item.
1.2 Pedagogy	Choose an item.	Choose an item.
2.2 Assessment	Choose an item.	Choose an item.

School Culture

	Area	Rating
1.4 Positive Learning Environment	Choose an item.	Choose an item.
3.4 High Expectations	Choose an item.	Choose an item.

Systems for Improvement

	Area	Rating
1.3 Leveraging Resources	Choose an item.	Choose an item.
3.1 Goals and Action Plans	Choose an item.	Choose an item.
4.1 Teacher Support and Supervision	Choose an item.	Choose an item.
4.2 Teacher Teams and Leadership Development	Choose an item.	Choose an item.
5.1 Monitoring and Revising Systems	Choose an item.	Choose an item.

Appendix C: Quality Review Report Verification Form

NYC Department of Education
Carmen Fariña, Chancellor

Quality Review Report Verification Form 2016-2017

To ensure an expedient and thorough response from the Office of School Quality:

1. Provide the page, paragraph, and text in need of correction
2. Provide any factual information required to amend the error
3. Email the verification document to the program associate who sent the draft report

Note: The principal may also appeal the rating of specific indicators by providing rubric-aligned evidence and proof of impact, which is a separate process. For more information on this process, see the Stage 5: Appeal Process section in the Principal's Guide to the Quality Review

Name and DBN of School:	
Name of Principal:	
Reviewer Name(s):	
Dates of Review:	

Page, Paragraph	Text in Need of Correction	Factual Information Required to Amend the Error

Appendix D: Appeal Request Form

NYC Department of Education
Carmen Fariña, Chancellor

Quality Review Appeal Request Form 2016–2017

Submit the Quality Review Appeal Request Form by 5:00 p.m. 10 school days following receipt of the school draft of the Quality Review Report.

- Cite the specific indicator(s) being appealed.
- Include the current rating found in the draft report and the proposed rating change.
- Provide evidence of supporting practices that substantiate a change in the rating for the indicator(s) being appealed. These practices must appropriately align to the 2016-2017 Quality Review Rubric and must address all three sub-indicators for any indicator included in the appeal.
- Provide the evidence of impact. The evidence of impact should address how the actions taken by the school impact the outcomes in the school community.
- Documents submitted as evidence of practices and evidence of impact must be labeled to show the sub-indicator(s) they support.

Name and DBN of School:	
Name of Principal:	
Reviewer Name(s):	
Dates of Review:	
Date of Appeal	

Indicator(s) and Rating(s)	Supporting Practices	Evidence of Impact	Documents
List the appealed indicator, the current indicator rating, and the proposed indicator rating.	*Describe the practices for all three sub-indicators, aligned to the 2016-2017 Quality Review Rubric, that support the proposed rating. Practices are specific actions your school engages in to improve achievement.*	*Describe the impact of the supporting practices on student performance and/or professional practice.*	*List each document submitted to support the proposed rating. Be sure to identify the sub-indicator(s) to which each document is aligned. Bear in mind that there must be evidence for each of the three sub-indicators linked to the appealed indicator.*
Indicator: Current Rating: Proposed Rating:	a.	a.	a.
	b.	b.	b.
	c.	c.	c.