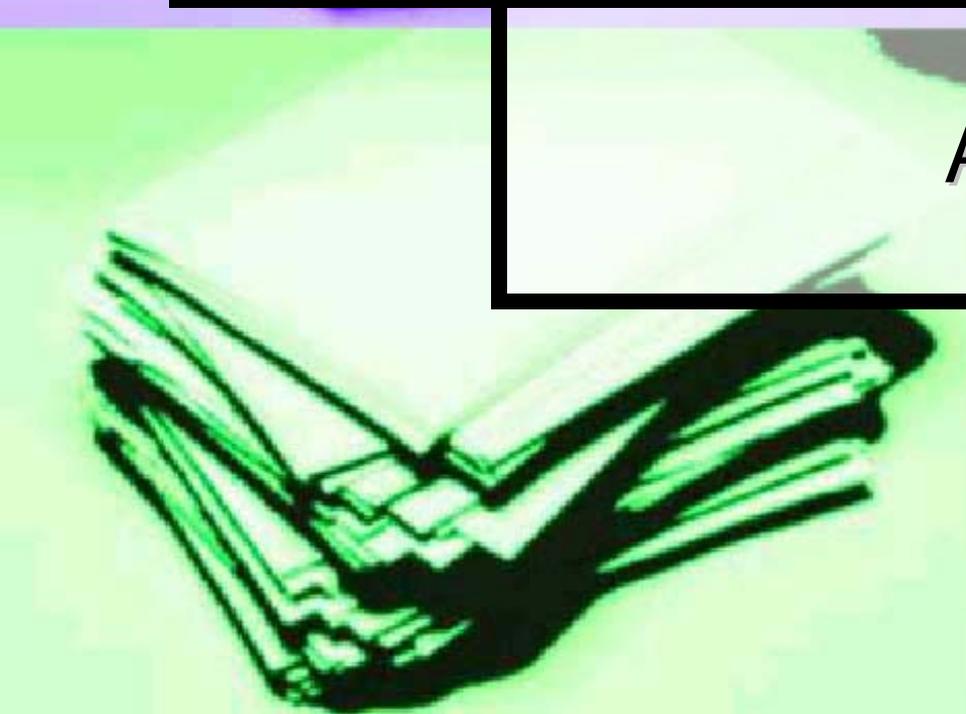


# The Quality Review



A Reflection



# Pre-Review Information

- School Self Evaluation Form SSEF
- CEP
  - Demographic Data
  - Goals and Action Plans
- Learning Surveys
- Previous Quality Review
- Data Packet (outcomes for the past three years)

# School Self Evaluation

- Perhaps the most important document
  - Complete with input from school community
  - Share with community
  - Be Honest
  - Be Comprehensive
  - Be able to support all that is written within this section.





# School Self Evaluation

- **School Profile:** Self Explanatory
- **School Site Distribution:** Be site specific in completing this section
- **How was the SSEF developed:** Should not be completed solely by one person. Share with constituents within the community for feedback and suggestions
- The next **five boxes** refer to the **Quality Statements**
- Describe what has been done or is being done to address the **areas for improvement on the 07-08 QR:** Be honest!
- Highlight the **Three most IMPORTANT** features of the school. For example : an increase of students moved to LRE, number of admits, discharges since September...etc
- Don't forget to copy and paste to your self evaluation the **2008-09 CEP Goals and Action Plans.**
- SSEF should not be more than **8 pages.**



# Self Evaluation

*Before you begin to complete the self evaluation it would be wise to reflect upon the District 75 Quality Review Criteria Rubric.*

*Gather key points and information that can support your responses to each of the Quality Review Statements. Bullet Responses.*

A vertical stack of four images on the left side of the slide. From top to bottom: a clock with a blue background, a clock with a yellow background, an open book with a green background, and a closed book with a purple background.

# Quality Statement 1

**Gather Data:** School leaders and faculty consistently gather, generate and analyze information

## ■ Reflective Questions:

- Do staff come together at least once a month to look at student data.
- Do staff look at data in all of the Core subject areas
- Do they create a picture of individual student needs
- Do staff look at formative data to analyze learning outcomes for students...project long and short term goals
- Is there a system in place to address the needs of all students and to identify subgroups of students with similar needs
- Are students and their families engaged in ongoing communication around assessments, outcomes and next steps
- Do staff include students in being self reflective
- Do staff communicate with families other than the marking periods
- Does the school have systems in place to collect the data and to identify trends in individual students and service categories
- Once the data is collected does the school have a system in place to share instructional practices and organizational decisions
- Does the school have a system that allows families to track student progress in all subject areas.

Quality Statement 2

**Plan and Set Goals:** School leaders and faculty consistently use data to understand each student's next learning steps

■ **Reflective Questions:**

- Is there a system in place to **regularly** set measurable objectives for individuals and groups of students in all core subjects and to identify a series of NEXT STEPS to promote student learning outcomes
- Is there a system in place to set interim benchmarks
- Is the school community informed and involved in the school improvement planning cycle
- Does the school community use an effective data driven plan for evaluating the goals of the CEP and to develop strategic action plans to inform the next round of goal setting
- School leaders and faculty meet at minimum once a month to review data, adjust timeframes (if necessary) and to discuss next steps for all students so that they will reach their goals in all core subject areas
- School leaders and faculty meet regularly with students and their families to ensure that there is an understanding of the student goals
- School leaders and faculty **effectively communicate** high expectations and clearly explain how these can be achieved
- School leaders and faculty meet with students to facilitate self – assessment in all core subjects



## Quality Statement 3

### **Develop Coherent Instructional and Organizational**

**Strategies:** School employs challenging, rigorous instruction that is aligned with the standards and provides for positive outcomes for students



#### ■ Reflective Questions:

- Are all of your teachers knowledgeable about the New York State Standards
  - Do all your teachers know that students in Alternate Assessment Classes are held to the same standards as general education population but that they are modified and better known as the Alternate Grade Level Indicators
  - Is the curriculum challenging, differentiated, and does it address the students IEP goals and objectives
  - Do staff come together with the administration and or a grade level teacher to align the curriculum with the state standards
  - Do staff and administration come together to review IEP's and amend them in concert with parents when necessary
  - Is the school budget aligned with the CEP and supports instructional initiatives that will result in students meeting IEP goals
  - Is there equity across the school in the distribution of fiscal and other resources to best support teachers as they deliver coherent rigorous instruction
  - Is there a sense of trust, respect and support for all within the school community
  - Staff and Leadership work collegially with one another
  - Students show interest and engagement in their learning.
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## Quality Statement 4

**Align Capacity Building to Goals:** School aligns its leadership development and **structured professional collaboration** around meeting the schools goals and for accelerating student learning

■ **Reflective Questions:**

- Does the school support the Professional Teaching Standards
- If the PTS are not in place does the school leadership engage in conversations with staff to promote their professional growth that supports positive outcomes for students
- Is there a system in place that provides for a differentiation of Professional Development Support that is based on teacher need
- Is there evidence of a functioning school –wide Inquiry Team and the work of the team public to all across the school community
- Are there additional groups of teachers/administrators engaged in an Action Research Project focused on a common targeted need.
- Are there teachers on the schools Academic Cabinet
- Is there a system that allows for ALL teachers and support providers to come together to share resources and best practices
- Does the administration plan strategically so that teachers can come together to engage in professional conversations.
- Does the administration support and plan for inter-visitations and/or Walk Throughs to support best practice
- Is there a system in place that allows for the Pupil Personnel Team to meet regularly with all constituents present
- Is there outreach to community based organization to support students and their families



## Quality Statement 5

**Monitor and Revise:** The school has **structures** to monitor and evaluate student's progress and for flexibility adapting plans and practices to meet its goals

■ **Reflective Questions:**

- Are there systems in place to regularly examine individual student progress and to determine next steps
- Are teachers consistently assessing student progress, and setting measurable objectives
- Does the school administer interim assessments, analyze the results and identify next steps
- Do the school leaders monitor curriculum on an interim basis to ensure that it is aligned with the results of the assessments and IEP goals
- Do the school leaders gather all of the schools data and information to evaluate the effectiveness of organizational decisions and modify if necessary
- Do the school leaders use data to evaluate the effectiveness of the professional development supports afforded to staff.
- Is the process of self evaluation and reflection part of the school culture.
- School Vision is clear, supported and internalized by all within the school community



# Meeting with the Principal:

Some hypothetical questions that may be asked.

- How do you and your staff strategically and consistently analyze a wide range of data
- How do you use a range of data to analyze learning outcomes for individual students and groups of students
- How do you identify and address the needs of all subgroups of students
- How are interim benchmarks used to identify student growth and effectiveness of curriculum
- How do you ensure for the differentiation of instruction
- How do you and your teachers engage parents in discussions about their child's progress
- How do you and your faculty help individual students (where appropriate) assess their own needs (not only behavioral) in order to improve
- How are parents involved in identifying student needs
- What does data collection look like in this school
- Do you and your staff track student progress over time and if so how
- How do you set measurable goals for students in all subject areas
- How do you track progress of the goals
- Who develops the CEP
- How do you determine the goals of the CEP
- How often do you reflect upon the goals of the CEP and with whom
- Do staff have individual goals. If so how are they identified

## Meeting with the Principal: (Cont.)

- How is the curriculum aligned to the NYS standards
- What types of formative assessments do you use and why
- How do teachers ensure that every student is engaged
- How do you align the budget with the various school-wide initiatives and curriculum that you have in place
- How do you know if your staff has all of the resources necessary to teach the diverse groups of students that your school serves
- Do you believe that there is mutual respect and trust for all of the constituents within the school community
- How do you ensure for appropriate behaviors
- How do you ensure that all specific related services are provided for individual students and how is this monitored
- Does every teacher have their own personal professional development plan If so, how was it developed
- How do teachers in this school meet to engage in professional conversations
- How do you celebrate best practices in this school
- Are teachers empowered and if so please cite some examples
- How does the administration monitor teacher progress
- How do you provide for a comprehensive guidance plan for students.
- Is this school involved with any community based organizations to provide supports for student's both emotionally and academically



# Meeting with the Inquiry Team:

Some hypothetical questions

- How many foci groups does your school have
- What is the focus of each of the groups
- How did you determine the foci of each of the groups
- What assessment tools did you use
- Is last years focus related to this years and if so what impact did last year have upon this year
- What success have been noted thus far
- How do you share the information about the progress that the target group(s) have had
- Have you seen a change in teaching strategies and improved outcomes for students and if so how



# Meeting with Teachers:

## Some Hypothetical Questions

- Are you provided with student data
- What types of data are you provided with
- What do you do with the data
- Do you track student progress over time, and if so what do you do with the data that you've collected
- How is the IEP developed. If you assess a child at the beginning of the school year do you change the IEP
- How are parents/guardians involved in the IEP process
- How are families involved in the tracking and monitoring of progress over time
- What assessment do you have in this school
- How often do you assess
- How are interim assessments used to monitor the curriculum
- Do you have personal goals for yourself as a professional. If so how were they developed
- Can you speak to the professional development support that your receive...how do you decide what you need
- Are your students (if appropriate) aware of their personal learning goals

# Classroom Observations

The Observation will provide evidence that supports the Quality Statements but will also relate to the Professional Teaching Standards

<b>INSTRUCTION</b>	<b>ENVIRONMENT</b>	<b>USE OF DATA</b>
Differentiation of content, process, product Student engagement Scaffolded instruction Interdisciplinary connections Effective questioning Strong content knowledge Lessons are consistent with content standards Collaboration between students support c0-learning	Safe, respectful classroom Environment reflects curricular and achievement goals Meaningful feedback to students Exemplary works Effective use of resources	Students practice self assessment Needs-based grouping Classroom practices reflect teacher awareness and utilization of available data Planning for different learning styles

# Classroom Observation (cont.)

## ■ Reflective Questions:

- Are lessons differentiated
- Are IEP goals aligned to instruction
- Are all students engaged
- Is there cross curricula connections
- Are the lessons aligned with the State Standards
- Are the classrooms safe, nurturing, age appropriate with evidence of student work
- Are adaptive tools being used where appropriate
- Are teachers planning based on student assessments and learning needs
- Are there small needs based groups
- While there may be teaching occurring....are the students learning
- Can the administrator answer the question, if asked by the reviewer, “ what was the intent of that lesson and what did the students learn?”



# The Exit

- The Principal may invite a **few** key people to the Exit (Network Leader, Assistant Principal, School Base Coach)
- The Reviewer will present to the Principal a Summary of what the school does well and what the school needs to improve. The Principal is the only one who should respond to that summary document during the EXIT.
- Comments from Network Leaders etc. will be heard only **AFTER** the review is completed. These comments are technically “off the record.”

