

LEVEL 4 QUESTIONS FOR EFFECTIVE PRACTICES

DOMAIN 1: TEACHING AND LEARNING

Standards and Curriculum (3.1)

Curriculum and Learning Experiences

- How does the curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose?

Student Preparation for Success at the Next Level

- What evidence do you have that clearly indicates curriculum and learning experiences prepare students for success at the next level?

Course/Class Equivalency

- How do you know that like courses/classes have the same high learning expectations?

Individualized Learning Activities

- How are learning activities individualized for each student in a way that supports achievement of expectations?

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Monitoring and Adjusting Curriculum, Instruction and Assessment

- Explain how, by using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.

Curriculum, Instruction and Assessment Revision Process

- Explain your school's systematic, collaborative process that is in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.

Clear Guidelines to Ensure Alignment is Maintained and Enhanced

- Describe how the continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Instructional Strategies that Engage Students (3.3)

Planning and Using Instructional Strategies

- Explain how teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.

Addressing Individual Learning Needs

- Describe how teachers personalize instructional strategies and interventions to address individual learning needs of each student.

Instructional Strategies that Require Application, Content Integration and Technology

- Explain how teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

LEVEL 4 QUESTIONS FOR EFFECTIVE PRACTICES

Instructional Leadership (3.4)

Monitoring Instructional Practice

- Explain how school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they
 - 1) are aligned with the school's values and beliefs about teaching and learning,
 - 2) are teaching the approved curriculum,
 - 3) are directly engaged with all students in the oversight of their learning, and
 - 4) use content-specific standards of professional practice.

Collaborative Learning Community (3.5)

Regularly Scheduled Collaboration

- Describe how all members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.

Collaboration across Grade Levels and Content Areas

- Discuss how frequent collaboration occurs across grade levels and content areas.

Formal Discussion Process

- Explain how staff members implement a formal process that promotes productive discussion about student learning.

Learning From, Using and Discussing Results of Inquiry Practices

- Describe how learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members.

Link Between Collaboration and Results

- How do school personnel clearly link collaboration to improvement results in instructional practice and student performance?

Instructional Process (3.6)

Informing Students of Learning Expectations and Standards of Performance

- Explain how all teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance.

Providing Exemplars

- Describe how exemplars are provided to guide and inform students.

Using Multiple Measures to Inform Instruction and Provide Data for Curriculum Revision

- Describe how the process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.

Providing Specific and Immediate Feedback

- How does the process provide students with specific and immediate feedback about their learning?

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Mentoring, Coaching and Induction (3.7)

Systematic Mentoring, Coaching and Induction Program

- Explain how all school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.

Program Expectations and Measures of Performance

- Describe how these programs set high expectations for all school personnel and include valid and reliable measures of performance.

Family Engagement (3.8)

Engaging Families in Meaningful Ways

- How are programs that engage families in meaningful ways in their children's education designed, implemented, and evaluated?

Keeping Families Informed of their Child's Learning Progress

- Describe how families have multiple ways of staying informed of their children's learning progress.

Student Advocacy Structure (3.9)

Staff/Student Relationship Structure

- Explain how school personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.

Student Participation in the Structure

- How do you know that all students participate in the structure?

Student Advocacy

- Explain how the structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Grading and Reporting (3.10)

Common Grading Practices

- Explain how all teachers across the system consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.

Consistent Implementation of Grading Practices

- Describe how these policies, processes, and procedures are implemented without fail across all grade levels and all courses.

Stakeholder Awareness of Grading Practices

- How do you know that all stakeholders are aware of the policies, processes, and procedures?

Evaluation of Grading Practices

- How are the policies, processes, and procedures formally and regularly evaluated?

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Professional Learning (3.11)

Staff Participation

- Describe how all staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction.

Individualized Based on Assessed Needs

- How is professional development individualized based on an assessment of needs of the school and the individual?

Staff Capacity Building

- How do you know the program builds measurable capacity among all professional and support staff?

Professional Development Program Evaluation

- Describe how the program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Learning Support Services (3.12)

Unique Learning Needs

- How do school personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages)?

Individualized Learning Support Services

- How do school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students?

Student Assessment System (5.1)

Comprehensive Assessment System

- Explain how school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.

Consistent Measurement

- Explain how the system ensures consistent measurement across all classrooms and courses.

Reliable, Bias-Free Assessments

- How do you know all assessments are proven reliable and bias free?

Assessment System Evaluation

- Describe how the system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

LEVEL 4 QUESTIONS FOR EFFECTIVE PRACTICES

Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Systematic Data Processes

- Explain how systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff.

Comparison and Trend Data

- Describe how your data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning.

Data Use for Improvement

- Discuss how all school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

Training in the Interpretation and Use of Data (5.3)

Staff Data Training

- Explain how all professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.

Determining Verifiable Improvement in Student Learning (5.4)

Data Analysis Policies and Procedures

- Discuss how policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.

Use of Results

- Explain how the results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Communicating School Performance (5.5)

Monitoring by Leadership

- Explain how leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals.

Communication of Results

- Describe how leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

LEVEL 4 QUESTIONS FOR EFFECTIVE PRACTICES

DOMAIN 2: LEADERSHIP CAPACITY

Purpose Revision Process (1.1)

Documentation of Process

- How is the process for review, revision, and communication of the school's purpose is clearly documented and a record of the use and results of the process maintained?

Process Implementation

- Describe how the process is formalized and implemented with fidelity on a regular schedule.

Stakeholder Representation

- How are representatives selected at random from all stakeholder groups included in the process?

Purpose Statement

- How does the purpose statement clearly focus on student success?

Culture Based on Shared Values and Beliefs (1.2)

Commitment to Shared Values and Beliefs

- How is the commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making?

Reflected in Communication

- How is this commitment always reflected in communication among leaders and staff?

High Expectations for Learning

- Describe how challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success.

Focus on Quality Instruction

- Discuss how evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills.

High Standards of Professionalism

- Explain how school leadership and staff hold one another accountable to high expectations for professional practice.

School Improvement Process (1.3)

Systematic Continuous Improvement Process

- Explain how school leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.

Building and Sustaining Ownership of the Purpose and Direction

- Describe how all stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction.

LEVEL 4 QUESTIONS FOR EFFECTIVE PRACTICES

Data Profile

- Describe how school personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance.

Data Analysis

- Explain how the profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.

Improvement Goals with Measurable Targets

- Discuss how all improvement goals have measurable performance targets.

Improvement Plans

- Describe how the process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals.

Plan Implementation and Evaluation

- Discuss how school personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies.

Process Evaluation

- Explain how the process is reviewed and evaluated regularly.

Documented Stakeholder Communication

- Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

Policies Support Effective Management

- Which policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school?

Policies Support Quality Instruction

- Which policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students?

Policies Support Professional Growth

- Which policies and practices require and give direction for professional growth of all staff.

Policies Require Fiscal Management

- Which policies and practices provide clear requirements, direction for, and oversight of fiscal management?

District Board Operations (2.2)

Decision Making Process

- Describe how the governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest.

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Board Training

- Explain how governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility.

Effective Operations

- Describe how members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.

Leadership Autonomy (2.3)

Board Provides Autonomy

- Explain how the governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school.

Board Defines Roles

- Discuss how the governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.

Leaders and Staff Foster Culture (2.4)

Decisions and Actions Aligned toward Continuous Improvement

- Explain how leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose.

High Student Expectations

- Describe how they (leaders) encourage, support, and expect all students to be held to high standards in all courses of study.

Collective Accountability for Stakeholders

- Discuss how all stakeholders are collectively accountable for student learning.

Support for Innovation, Collaboration, Shared Leadership and Personal Growth

- Explain how school leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth.

Culture Characterized by Collaboration and Sense of Community

- Describe how the culture is characterized by collaboration and a sense of community among all stakeholders.

Stakeholder Engagement (2.5)

Communication with Stakeholders

- Explain how leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders.

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Stakeholder Support

- Describe how school leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.

Leader and Staff Evaluation (2.6)

Focus of Evaluation Process

- Describe how the primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success.

Implementation of Process

- Describe how the supervision and evaluation processes are consistently and regularly implemented.

Use of Evaluation Results

- The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.

LEVEL 4 QUESTIONS FOR EFFECTIVE PRACTICES

DOMAIN 3: RESOURCE UTILIZATION

Staff Recruiting and Retention (4.1)

Policies, Processes and Procedures Ensure Qualified Staff

- Discuss how clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff.

Systematic Approach to Staffing

- Describe how school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement.

Adequate Funding for Positions

- Explain how sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.

Sufficient Resources (4.2)

Resources Focused on School Purpose

- How are Instructional time, material resources, and fiscal resources focused solely on supporting the purpose and direction of the school?

Instructional Time is Protected

- Discuss how Instructional time is fiercely protected in policy and practice.

Leaders Secure Resources to Meet Student Needs

- Explain how school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students.

Equitable Resource Allocation

- Describe how school leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.

Concentrated Effort to Improve Instruction and Operations

- Discuss how efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.

Safe, Clean and Healthy Environment (4.3)

Clear Expectations for a Safe, Clean and Healthy Environment

- Describe how school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all stakeholders.

School Personnel and Students Accountable for Maintaining Environment

- Describe how all school personnel as well as students are accountable for maintaining these expectations.

Measures for Tracking Conditions

- Explain how valid measures are in place that allow for continuous tracking of these conditions.

LEVEL 4 QUESTIONS FOR EFFECTIVE PRACTICES

Environment Improvement Plans

- Describe how improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions.

Evaluation of Efforts to Improve Environment

- Explain how the results of improvement efforts are systematically evaluated regularly.

Information Resources (4.4)

Access to Media and Information Resources

- Describe how all students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school.

Media Personnel

- Discuss how qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

Technology Resources (4.5)

Quality of Technology Infrastructure

- Explain how the technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders.

Improvement of Technology Services and Infrastructure

- Discuss how school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.

Supports to Meet Physical, Social and Emotional Needs (4.6)

Process to Identify Physical, Social and Emotional Needs

- Discuss how school personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school.

Programs to Meet Student Needs

- Explain how school personnel provide or coordinate programs to meet the needs of all students.

Measures of Program Effectiveness

- Discuss how Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.

Improvement Plans Related to these Programs

- Explain how Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

LEVEL 4 QUESTIONS FOR EFFECTIVE PRACTICES

Services to Support Student Educational Needs (4.7)

Process to Determine Counseling, Assessment, Educational and Career Planning Needs

- Explain how school personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students.

Provision and Coordination of Programs

- Describe how school personnel provide or coordinate programs necessary to meet the needs of all students.

Measures of Program Effectiveness

- Discuss how valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.