

Domain A:

School Academic Performance

There is demonstrated commitment to long-range, continuous improvement and to the expectation that all students will meet high academic standards.

Standard 1 – Curriculum

**Standard 2 – Classroom
Evaluation/Assessment**

Standard 3 – Instruction

Domain B:

School Learning Environment

The school culture reflects a common vision to provide quality teaching and learning for every child and staff member in a supportive and safe environment.

Standard 4 – School Culture

**Standard 5 – Support for the
School**

**Standard 6 – Professional
Development and Evaluation**

Domain C:

School Leadership/Governance/NCLB School Improvement Committee

The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations; and (d) effective planning with input from the school community (all stakeholders).

Standard 7 – Leadership

PERFORMANCE LEVELS		
4	Exemplary Level of Development and Implementation	The practice is completely implemented, systemic, and coherent in every classroom, program, or role by every teacher or appropriate staff member, across the school.
3	Fully Functioning and Operational Level of Development and Implementation	There is a high degree of implementation that is systemic, but it may not be coherent or of the highest quality in every classroom and by every teacher or appropriate staff member or program. (When dealing with instruction, 75 per cent or more of the staff demonstrate high quality.)
2	Limited Development or Partial Implementation	The practice is of fair quality, mixed implementation, immature practice, sporadic implementation by some staff members.
1	Little Development and Implementation	The practice is of poor quality, low level of implementation, new program, by a few staff members.
0	No Development or Implementation	No score: it is not in practice.

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DOMAIN A SCHOOL ACADEMIC PERFORMANCE	DOMAIN B SCHOOL LEARNING ENVIRONMENT	DOMAIN C LEADERSHIP & GOVERNANCE
<p>Standard 1 – Curriculum: The district’s rigorous, intentional, and aligned curriculum is fully implemented at the school.</p> <p>1.2 The district curriculum is implemented at the school. 1.4 The school ensures that all students have access to the district’s common academic core.</p>	<p>Standard 4 - School Culture: The school functions as an effective learning community and supports a climate conducive to performance excellence.</p> <p>4.1 The school community supports a safe, equitable, and healthy learning environment. 4.2 The members of the school community, including school leadership, instructional staff, students, parents/adult caregivers, and partners, possess and cultivate the collective will to persevere, believing it is their business to produce increased achievement and advancement of all students.</p>	<p>Standard 7 – Leadership and NCLB School Improvement Committee: The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations; and (d) effective planning with input from all stakeholders.</p> <p>7.1 Key leaders in the school facilitate a collaborative process to develop a shared mission, vision, values, and goals, which are understood and ingrained in the school’s culture. 7.2 There is a demonstrated and unrelenting focus on evidence-based teaching and learning. 7.3 There is a culture of trust, continuous improvement, and accountability for performance. 7.4 School leadership and the NCLB school improvement committee plan effectively by communicating a clear purpose, direction, and strategies focused on teaching and learning through the development, implementation, and evaluation of the following: vision, goals, and the NCLB school improvement plan. 7.5 School leadership, the NCLB school improvement committee, and the district are implementing the strategies in the Secondary Education Initiative.</p>
<p>Standard 2 - Classroom Evaluation/Assessment: Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.</p> <p>2.1 Multiple classroom assessments are frequent, rigorous, and aligned with core content standards. 2.2 Students can articulate the expectations, know requirements, and assess their own and others’ work. 2.3 Test scores are used to identify gaps and adjust instructional practice for all subgroups.</p>	<p>Standard 5 - Support for the School: The school community collaborates with families, higher education, and community organizations to remove barriers to learning and address the needs of the students.</p> <p>5.1 There are structures and support services in place to reduce barriers to learning for students. 5.2 Families and the community are active partners in the educational process and work with the school to meet the needs of all students.</p>	
<p>Standard 3 - Instruction: There is evidence that effective and varied instructional strategies/activities are used in all classrooms and are continuously monitored and aligned with individual student needs.</p> <p>3.1 Instructional strategies include a variety of challenging and engaging activities. 3.3 Teachers demonstrate necessary content knowledge and pedagogy.</p>	<p>Standard 6 - Professional Development and Evaluation: The school provides for staff research-based, results-driven PD opportunities that are consistent with the district’s PD plan, and implements performance evaluation procedures in order to improve teaching and learning.</p> <p>6.2 School-based professional development priorities are set by aligning the goals for student performance with the evidence of achievement and with the Professional Development Plans (formerly PIPs) and evaluations of teachers and the Professional Growth Plans of principals.</p>	

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SECONDARY SCHOOLS—NJ Secondary Education Initiative – Grades 6 to 12	Rating:
1. A plan for implementing secondary education initiatives has been completed by the district.	Domain 3
2. There is a school-level planning team to guide the development and implementation of the secondary education reforms with teacher and administration determination of the team membership and operating procedures.	Domain 3
3. The district provides instructional services, professional development, and other support to assist the school with implementation of the secondary education initiatives.	
<p>3. The school is in the process of creating or has created personalized learning environments that strengthen relationships among students, teachers, staff members, families, and the larger community, including but not limited to:</p> <ul style="list-style-type: none"> a. small learning communities; b. ninth grade academies where freshman students remain together and are provided with a supportive environment to enhance their successful transition to high school; c. student support systems where students are assigned an adult mentor or team of adults who know them and can support efforts in achieving goals and solving problems; d. academies with a career focus; e. multi-grade academies where students at various grade levels may remain with a core group of teachers for multiple years in an academy-type format, which may be organized around a particular theme and involve interdisciplinary teaming; or f. other practices for personalizing learning environments that strengthen relationships among students, teachers, staff members, families, and the larger community. 	Domain 2
5. Academic coursework preparing all students for success in postsecondary education and/or careers after graduation, including the development of academic skills integral to success in rigorous high school courses, is available to all students.	Domain 1
6. All students entering grade nine can complete the following by the end of their high school education: college level preparatory English I, II, III, and IV; Algebra I; Lab Biology or the equivalent content taught in an integrated career-based format.	Domain 1
7. Courses are developed, reviewed, evaluated, and revised by a broad cross section of teachers, content supervisors, and principals. Courses are aligned with the CCCS and district curriculum.	Domain 1
8. The curriculum for coursework identifies the purpose of instruction, including the essential content to be mastered in each course with interim benchmarks and assessments and final assessments.	Domain 1

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SCHOOL ACADEMIC PERFORMANCE
There is demonstrated commitment to long-range, continuous improvement and to the expectation that all students will meet high academic standards.

Standard 1 – Curriculum: The district’s rigorous, intentional, and aligned curriculum is fully implemented in the school programs.		1.2 Rating:
Indicator 1.2	The district curriculum is implemented at the school.	
Essential Question	<i>How do all teachers use the curriculum in planning instruction?</i>	

1. Discussions are regularly held within the school regarding curriculum standards and their articulation across grade levels and content areas.	
2. The curriculum standards are readily available and are reflected in instructional planning.	
3. Teachers regularly use the curriculum to decide what to teach and when to teach it.	
4. Teachers are aware of and use additional resources and materials to support the curriculum.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
District curriculum guides for math and language arts literacy		
Minutes of grade level, vertical/cluster, and faculty meetings where there is a discussion of curriculum standards and their articulation in the school		

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1.2 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
+District Staff (specify): District content coaches	
+Other: School content coaches	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

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Standard 1 – Curriculum: The district’s rigorous, intentional, and aligned curriculum is fully implemented in the school programs.		1.4
	Rating:	
Indicator 1.4	The school ensures that all students have access to the district’s common academic core.	
Essential Question	<i>What evidence exists that all students have access to the district’s common academic core?</i>	
1.	Course offerings/strategies provide opportunities for all students to access NJ CCCS.	
2.	Rigorous and relevant project-, inquiry-, and design-based contextual learning opportunities are provided for students.	
3.	Course offerings/strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	
4.	Appropriate supports are designed and implemented to ensure that low-achieving students can take advantage of programs and coursework.	
5.	The implemented curriculum in classrooms using a co-teaching model for special education and ELL classes accommodates the learning needs of all students while maintaining expectations for high academic performance.	
6.	The implemented curriculum used in resource rooms for special education classes accommodates the learning needs of all students while maintaining expectations for high academic performance.	
7.	Specialized instructional materials that support the curriculum are available.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Lesson plans (including those of general education, special education, and ELL teachers) routinely document the district’s curriculum.		
List of course offerings for students		
Curriculum guides in classrooms		
Graduation rates		

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1.4 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
+School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
+District Staff (specify): Content coaches	
Other: _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

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Standard 2 - Classroom Evaluation/Assessment: Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.		2.1
	Rating:	
Indicator 2.1	Multiple classroom assessments are frequent, rigorous, and aligned with core content standards	
Essential Question	<i>How are assessments designed to measure performance in ways that advance learning through the development of critical thinking and problem-solving skills?</i>	

1. All teachers use common, frequent assessments to benchmark key concepts and skills aligned to NJ CCCS.	
2. Competency-based benchmark assessments (school-created, district-created) are used to gauge performance at regular intervals.	
3. Assessment strategies are frequently embedded in instruction (e.g., slates, thumbs up, exit slips).	
4. Teachers use portfolio assessments to assess student growth over time.	
5. Teachers establish early -warning systems to identify students who may be at risk of failing to achieve to high standards.	
6. Teachers continuously use student data from formative, interim, and summative assessments (tests, quizzes, and performance-based) to inform and differentiate instruction to meet the academic needs of individual students.	
7. Meaningful/timely oral and written feedback is given to students to help them meet and exceed teacher expectations.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Student folders that contain examples of the various types of assessment and feedback given to students		
Benchmark assessments (district and school)		
Student portfolios		
IEPs		
Examples of teacher-made assessments		

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2.1 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
+School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify): _____	
Other: _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

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Standard 2 - Classroom Evaluation/Assessment: Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.		2.2 Rating:
Indicator 2.2	Students can articulate the expectations, know requirements, and assess their own and others' work.	
Essential Question	<i>How do students know what is expected; and are they able to articulate expectations, share their work, and reflect on others' work?</i>	

1. Teachers use standards-based exemplars, scored with rubric scores, to show students what high-quality work looks like.	
2. Appropriate rubrics and their use for all content areas are evident.	
3. Rubrics and other assessments are clearly communicated to students.	
4. Rubrics and other assessments are clearly communicated to families and adult caregivers.	
5. Students routinely interact with other students to demonstrate their own competence and to engage in peer assessment.	
6. Students revise their work based on meaningful/timely oral and written feedback from teachers until they meet or exceed the performance standard or level.	
7. Students revise their work based on meaningful/timely oral and written feedback from peers.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Exemplars		
Student journals and/or exit tickets		
Student portfolios that show work revisions demonstrating student growth		
NJ Registered Holistic Rubrics		
Assignment-specific rubrics		

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2.2 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
+Students	
Parents	
District Staff (specify): _____	
Other: _____	

Notes from Interviews:

Possible Recommendation and Strategy	
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Strategy	
Research related to Strategy	

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Standard 2 - Classroom Evaluation/Assessment: Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.		2.3 Rating:
Indicator 2.3	Test scores are used to identify gaps and adjust instructional practice for all subgroups.	
Essential Question	<i>How is assessment data used to drive instructional practice and student placement and to address student needs?</i>	

1. Disaggregated student assessment results (skill cluster scores and other data) are rigorously analyzed to establish a plan of action to address identified needs and to modify instructional practice as needed for all students and subgroups.	
2. Teachers regularly collaborate vertically to analyze the results of benchmark assessments in order to modify instruction.	
3. Teachers regularly collaborate horizontally to analyze the results of benchmark assessments in order to modify instruction.	
4. Data is used to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Samples of analysis of disaggregated test scores and plans of action to address identified needs		
Minutes of grade level, vertical/cluster, and/or faculty meetings where teachers collaborate to analyze benchmark test results and plan to modify instruction		
Multiple measures for student assessment		
Identification of research-based programs		

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2.3 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
+Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify): _____	
+Other: School content coaches	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

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Standard 3 – Instruction: There is evidence that effective and varied instructional strategies/activities are used in all classrooms and are continuously monitored and aligned with individual student needs.		3.1
		Rating:
Indicator 3.1	Instructional strategies include a variety of challenging and engaging activities.	
Essential Question	<i>To what extent are all students engaged in learning? To what extent do special program teachers (e.g., ELL, Title I, special education, gifted and talented) collaborate with general education teachers?</i>	

1. Research-based instructional delivery engages all students.	
2. Research-based instructional delivery challenges all students and accelerates learning of basic academic skills.	
3. Instructional time is well used and begins and ends according to schedule.	
4. To reach all students, all teachers, including special subject teachers (i.e., PE, art, music, basic skills), draw from a common set of research-based instructional strategies and activities that support the diverse populations, including special education, basic skills, and ELL, such as:	
o direct instruction, cooperative learning, simulations, use of manipulatives	
o higher level inquiry, project-based learning, hands-on learning, student choice	
o integrated technology - to do research and analyze data, read more than textbooks, and understand how to solve complex problems	
o guided reading and other balanced literacy strategies	
5. Teachers differentiate instruction to provide opportunities for each student to understand and to demonstrate mastery of what’s taught.	
o Accelerated, short-term interventions for students with similar needs are fluid and monitored (to prevent permanent tracking).	
o Flexible scheduling enables students to engage in academic interventions, extended projects, hands-on experiences, and inquiry-based learning.	
6. Homework is frequent, monitored, tied to instructional practice, and meaningfully reinforces and extends the learning.	
7. Teachers foster curiosity and creativity by integrating creative activities in their lessons: current technologies, visual and performing arts, physical activity	
8. Research-based best practices for co-teaching in inclusion classes are evident.	
9. Study and organizational skills are intentionally taught and are ongoing throughout the year.	
10. Teachers make connections across the disciplines to reinforce important concepts and assist students in applying what they have learned to solve real-world problems/challenges.	

DATA COLLECTION

DOCUMENTS	Place X	NOTES
Unit plans		
Homework assignments		
Lesson plans showing modifications for individual students		
Walkthrough tools		

3.1 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify): _____	
Other: _____	

Notes from interviews:

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Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

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Standard 3 – Instruction: There is evidence that effective and varied instructional strategies/activities are used in all classrooms and are continuously monitored and aligned with individual student needs.		3.3 Rating:
Indicator 3.3	Teachers demonstrate necessary content knowledge and pedagogy.	
Essential Question	<i>What evidence is there that all teachers have a deep knowledge and understanding of their content and how to teach it?</i>	

1. Teachers demonstrate necessary content knowledge and use best practices to deliver key concepts to each student.	
2. In any class and at any time, teachers can explain the importance of what they are teaching and how it will affect students' achievement	
3. Teachers use an interdisciplinary approach, where appropriate, to reinforce important concepts and skills and to address real-world problems.	
4. Teachers demonstrate appropriate spoken and written language skills in classrooms and all communications.	
5. Teachers are proficient in classroom management techniques.	
6. All teachers in the school meet the state Highly Qualified Teacher (HQT) standards.	
7. All paraprofessionals meet state Highly Qualified Teacher Assistant (HQTA) standards.	
8. Teachers are certified to teach in the areas in which they are teaching.	
9. Teachers are performing the duties for which they are hired.	
10. All long term substitutes are certified for the areas in which they are teaching.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Samples of unit plans and lesson plans		
Analysis of the data about HQT status of teachers and plan to address teachers who do not meet the HQT standard		
Analysis of the data about content certification status of teachers and plan to address teachers who do not meet the content certification standard		
Analysis of the need for greater proficiency in classroom management techniques and the plan for addressing this need		
Analysis of the data about standards status of paraprofessionals and plan to address paraprofessionals who do not meet the HQTA standard		

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3.3 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
+District Staff (specify): Content coaches	
Other: _____	

Notes from Interviews:

Possible Recommendation and Strategy	
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Strategy	
Research related to Strategy	

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SCHOOL LEARNING ENVIRONMENT

The school culture reflects a common vision to provide quality teaching and learning for every child and staff member in a supportive and safe environment.

Standard 4 – School Culture: The school functions as an effective learning community and supports a climate conducive to performance excellence.		4.1 Rating:
Indicator 4.1	The school community supports a safe, equitable, and healthy learning environment.	
Essential Question	<i>Are clear and fair rules and policies in place to support a safe, equitable, and healthy learning environment? To what extent are the policies followed?</i>	

1. The school is a healthy, equitable, and safe environment.	
2. Students are respectful of one another and all adults in the school community.	
3. Staff members are respectful of students and other adults in the school community.	
4. School rules are clear, fair, consistently applied, aligned with district policy (if applicable), and posted.	
5. School rules are routinely shared with families, adult caregivers, and the entire school community.	
6. The suspension rate and disciplinary referrals for this school are below the state average.	
7. I&RS or PRC members routinely analyze and act upon referral and suspension data to ensure equitable application of school rules.	
8. The incidence of bullying, sexual harassment, and gang activity is low because programs are in place to prevent them.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
School rules		
Student referral and suspension data – analyzed by infraction type and frequency and by subgroups		
Intervention plans for individual students		

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Description of the various ways rules are shared with the school community		
Minutes of I&RS or PRC meetings addressing analysis of referral and suspension data		
Descriptions of programs that have been implemented to prevent bullying, sexual harassment, and gang activity		

4.1 Suggested Interview Question(s) and Interviewees

We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
+Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
+Students	
+Parents	
District Staff (specify): _____	
Other: _____	

Notes from interviews:

Possible Recommendation and Strategy

Recommendation	
Strategy	
Research related to Strategy	

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Standard 4 – School Culture: The school functions as an effective learning community and supports a climate conducive to performance excellence.		4.2 Rating:
Indicator 4.2	The members of the school community, including school leadership, instructional staff, students, parents/adult caregivers, and partners, possess and cultivate the collective will to persevere, believing it is their business to produce increased achievement and advancement of all students.	
Essential Question	<i>How does the school community express high expectations for all its members?</i>	
1.	The school community, including leadership, staff, parents/adult caregivers, and students, demonstrate through behavior and language high expectations for staff and students.	
2.	Instructional staff members are given opportunities and feedback regarding how to demonstrate high expectations for all students.	
3.	The school staff demonstrates a professional commitment to student advancement.	
	o All staff is provided with ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program.	
	o Professional development is designed in conjunction with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	
	o Teachers and principals receive professional development in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.	
	o All staff members maintain high attendance.	
	o Teachers incorporate well-developed procedures and routines for effective classroom management.	
	o Teachers continue to develop skill in recognizing student problems.	
4.	School counselors are trained to recognize and handle student problems.	
5.	The school counselor, as a member of the academic team and in collaboration with the I&RS or PRC, proactively monitors individual student academic and behavioral progress and arranges interventions.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Samples of communications regarding high expectations		
Analysis of teacher attendance and relationship between teacher attendance and student advancement, substitute placement		
Samples of classroom management policies and procedures		
Samples of professional development materials addressing the development of teachers’ skills in recognizing student problems		

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Samples of individual student intervention plans		
Samples of professional development materials addressing the development of counselors' skills in recognizing student problems		

4.2 Suggested Interview Question(s) and Interviewees

We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
+Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
+Students	
+Parents	
District Staff (specify): _____	
Other: _____	

Notes from Interviews:

Possible Recommendation and Strategy

Recommendation	
Strategy	
Research related to Strategy	

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Standard 5 – Support for the School: The school community collaborates with families, higher education, and community organizations to remove barriers to learning and address the needs of students.		5.1
		Rating:
Indicator 5.1	There are structures and support services in place to reduce barriers to learning for students.	
Essential Question	<i>Does the school have a program of aligned support services that fully support the unique needs of students? What structures are in place for serving special populations (e.g., ELL, Title I, special education, gifted and talented students)? To what extent are staff members trained to meet the needs of these special populations?</i>	

1. There are procedures established to identify and implement support programs for students experiencing challenges to their learning.	
2. All staff members receive training on identification of students experiencing difficulties and are clearly informed of available programs and the procedures for referral.	
3. Teachers receive training on how to incorporate differentiated instructional strategies (based on learning styles, developmental stages, and skill levels) into classroom practice to reduce barriers to learning.	
4. Students requiring additional help beyond initial classroom instruction are provided with a variety of opportunities to receive assistance: <ul style="list-style-type: none"> a. support and intervention classes b. extended-day instruction c. small-group targeted instruction d. more time to learn content, concept, skill e. Supplemental Educational Services (SES) f. Computer-assisted learning 	
5. The school purposefully utilizes individual student assessment data to determine extended-day instruction.	
6. Student support programs, including SES, are regularly evaluated for effectiveness and are appropriately modified to meet the needs of participating students.	
7. Using a developed and articulated process and tool, the school purposefully monitors and assesses student performance in extended-day programs and utilizes the data to inform program classroom instruction.	
8. Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, small learning communities.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Description of school-wide programs to support learning		
Description of alignment of after-school programs to curriculum		
Description of the alignment of the results of the analysis of individual student assessment data to the design of after-school programs		
Documents describing how after-school program assessment data is fed back to the classroom teacher		
Samples of communications to families about school's goals and student responsibilities in meeting those goals		
Annotated list of SES provided to students and analysis of which students are eligible, which students receive the services, and the attendance of those students		
Graduation rates		

5.1 Suggested Interview Question(s) and Interviewees

We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
+Student Support (guidance, +nurse, social worker, CST, +IR&S, +PRC)	
Students	
Parents	
District Staff (specify): _____	
Other: _____	

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Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

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Standard 5 – Support for the School: The school community collaborates with families, higher education, and community organizations to remove barriers to learning and address the needs of students.		5.2 Rating:
Indicator 5.2	Families and the community are active partners in the educational process and work with the school to meet the needs of all students.	
Essential Question	<i>To what extent does the school actively initiate positive relationships and communication with parents and the community?</i>	
1.	School staff members inform families and the community about the school’s goals for student success and work collaboratively to provide resources for meeting those goals.	
2.	Ongoing mechanisms are provided to ensure active, effective involvement of family and community members in decision making in the school (e.g., serve on committees, community/business partnerships, survey of parents/guardians).	
3.	Administrators and teachers receive training, including professional development that addresses the impact of family background and culture on learning, to enable them to work effectively with families as partners in the educational process.	
4.	The school facilitates access to information, services, and support available from community agencies for families of students, including services available for students with special needs. Procedures for referral are clearly communicated to staff and families.	
5.	School, family, and community members collaborate in the development of parent activities to ensure interaction that is positive, educational, and relevant to all stakeholders (e.g., needs, interests, concerns).	
6.	Appropriate stakeholders regularly evaluate the effectiveness of family/community involvement programs and activities and make modifications as needed.	
7.	Ongoing support is provided so that all families of diverse needs, cultures, and languages can attend school activities and events (e.g., appropriate languages, translation, childcare, transportation, meals, flexible scheduling, and handicapped accessibility).	
8.	School uses multiple outreach mechanisms to inform families and the community about school policies and programs through newsletters, slide shows, videotapes, local newspapers, websites, e-mail, radio, television, and regular mail.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Analysis of a survey to families		
Description of the parenting education programs offered and attendance		
Description of services provided by the nurse, counselors, and resource teachers, including samples of logs and outcomes.		
Samples of a variety of communications to parents during the previous school year		

5.2 Suggested Interview Question(s) and Interviewees

We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify): _____	
Other: _____	

Notes from interviews:

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Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

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Standard 6 - Professional Development and Evaluation: The school provides for staff research-based, results-driven professional development opportunities that are consistent with the district’s professional development plan, and implements performance evaluation procedures in order to improve teaching and learning.		6.2 Rating:
Indicator 6.2	School-based professional development priorities are set by aligning the goals for student performance with the evidence of achievement and with the Professional Development Plans (PDPs) and evaluations of teachers and the Professional Growth Plans of principals.	
Essential Question	<i>What evidence is there that student learning is tied to teacher learning? Do teachers feel they receive adequate professional development?</i>	

1. There is evidence of a systematic process to collaboratively develop, implement, and review PDPs.	
2. Every staff member has a collaboratively developed PDP based upon individual teacher needs related to desired student achievement outcomes.	
3. Evaluations demonstrate the connections among the teacher’s PDP, data analysis of scores from the teacher’s classroom, and feedback from regular walkthroughs.	
4. The school leadership team has Professional Growth Plans (PGPs) that are based upon the school’s mission and vision statements and the academic needs of students.	
5. The PGPs for school leadership should be reflective of ongoing, high-quality, job-embedded professional development to enable leaders to successfully implement school reform strategies.	
6. The school leadership team and the entire school community have opportunities to reflect on and analyze professional development activities.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Description of collaborative process for PDP development		
Samples of PDPs, teacher evaluations, and analysis of student scores for teachers		
PGPs for principal and vice/assistant principal		

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6.2 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
+School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify): _____	
+Other: Professional Development Committee	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

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SCHOOL LEADERSHIP/GOVERNANCE//NCLB SCHOOL IMPROVEMENT COMMITTEE

The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations; and (d) effective planning with input from the school community (all stakeholders).

Standard 7 – Leadership and NCLB School Improvement Committee: The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations; and (d) effective planning with input from all stakeholders.		7.1
		Rating:
Indicator 7.1	Key leaders in the school facilitate a collaborative process to develop a shared mission, vision, values, and goals, which are understood and ingrained in the school’s culture.	
Essential Question	<i>What evidence is there that school administrators are educational leaders who understand the linkages among educational leadership, a productive school, and positive outcomes for children?</i>	

1. Key decisions are made in alignment with the school’s vision and goals.	
2. Key decisions are made in an efficient and timely fashion.	
3. The school leaders:	
○ use collaborative faculty practices through critical friends groups, peer observation, and study groups to address the school’s vision and goals.	
○ ensure that regular meetings of collaborative faculty groups are intentionally focused on teaching, learning, and assessment	
▪ A purposeful, focused protocol approach is used in all conversations in all professional meetings.	
▪ Meeting agendas and minutes clearly link the focused conversation of the meeting to the school’s vision, purpose, and goals.	
○ establish clear goals and keeps those goals in the forefront of the school’s attention	
○ are continually reflective and well-informed regarding best learning and leadership practices	
○ systematically engage teachers and staff in discussions about current research and theory regarding effective schooling	
○ monitor and evaluate the effectiveness of school practices and programs and their impact on student learning	
○ ensure that staff engages in professional development necessary for the successful execution of their jobs and that this professional development is implemented in daily practice.	
○ recognize and nurture individual leadership potential among staff	
○ demonstrate that they value and support teacher leaders and shared governance by participating in various team meetings	

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○ are directly involved in the design, implementation, and monitoring of instruction to support the implementation of the curriculum	
▪ Teachers are involved in the design and implementation of important decisions and policies regarding curriculum.	
▪ Extensive resources are available in all content areas to support the school’s implemented curriculum.	
○ protect instructional time from interruptions	
○ protect and shelter teachers from distractions that would detract from their teaching time or focus	
○ systematically monitor and modify the instructional program as a result of assessed student needs (e.g., through daily administrative learning walks)	
○ systematically monitor and modify the instructional program as a result of identified teacher needs (e.g., through daily administrative learning walks)	
○ revise staffing assignments based on changing school needs and teacher strengths	
○ conduct systematic and frequent visits to classrooms, focused on the effective implementation of the curriculum and the collection of instructional data.	
4. Roles and responsibilities for the school’s improvement efforts are clear and understood by all administrators and staff.	
5. The school leaders model the effective use of technology.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Evidence of walkthroughs, including analysis of trends		
Minutes of administrative meetings		
Minutes of faculty meetings		
Minutes of SLC meetings		
Survey of teachers and administration about how key decisions are made		
Lesson plans with particular attention to feedback given to teachers		
Samples of work produced by principal using technology		

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7.1 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
+Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify): _____	
+Other: School Leadership Committee or NCLB school improvement committee	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

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Standard 7 – Leadership and NCLB School Improvement Committee: The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations; and (d) effective planning with input from all stakeholders.		Rating: 7.2
Indicator 7.2	There is a demonstrated and unrelenting focus on evidence-based teaching and learning.	
Essential Question	<i>What evidence is there that the principal is an educational leader who understands that formal leadership is a complex and multi-faceted role requiring moral courage, knowledge of governance and change, and the ability to share leadership?</i>	

1. The principal	
o establishes a culture of high expectations for each and every student	
o establishes a culture of high expectations for staff including vice/assistant principals	
o establishes community-wide habits of mind and embeds them in the classroom, curriculum, and daily life of the school.	
o ensures that uniform practice(s) are followed by all administrators with the same focus and application of instructional best practices through learning walks data collection and analysis.	
o establishes and implements guidelines for shared leadership criteria and shows how the criteria impact the common school vision/goal.	
2. All decisions for organizational practices (schedules, professional development, etc.) are made based on data collection and analysis of student need and staff strength.	
3. The principal demonstrates current, research-based, best instructional leadership practices.	
4. A variety of professional organizations/sources is accessed by the principal to attain best leadership practices.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Opening-day packet given to staff – look to see that it includes student data and analysis and priorities set for year; goals and plans; connections between student scores, goals, professional development, and school support for professional development		

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Minutes and/or other documentation to support understanding of how to demonstrate high expectations		

7.2 Suggested Interview Question(s) and Interviewees

We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
+Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify): _____	
+Other: School Leadership Committee or NCLB school improvement committee	

Notes from Interviews:

Possible Recommendation and Strategy

Recommendation	
Strategy	
Research related to Strategy	

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Standard 7 – Leadership and NCLB School Improvement Committee: The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations; and (d) effective planning with input from all stakeholders.		Rating: 7.3
Indicator 7.3	There is a culture of trust, continuous improvement, and accountability for performance.	
Essential Question	<i>How have key school leaders established a culture of trust and institutionalized a commitment to continuous improvement and accountability for performance?</i>	

1. The school leaders	
o are willing to and actively challenge the status quo	
o operate from strong ideals and beliefs about schooling and systematically consider new and better ways of doing things	
o foster shared beliefs, cohesion, well-being, and cooperation among teachers and staff	
o systematically and fairly recognize accomplishments of teachers and staff	
a. systematically and fairly recognize accomplishments of students	
o systematically and fairly acknowledge failures of the school	
o are directly involved in the design, implementation, and monitoring of assessment practices	
▪ ensure data are analyzed, disaggregated, and applied to assist teachers in adjusting their instructional practices	
▪ ensure that educational research is used to validate data analysis and to support instructional practices	
▪ with the SLC or NCLB planning committee systematically review disaggregated data to adjust instructional practices	
2. Structures and communication processes are in place to facilitate effective transitions for all students entering and leaving school.	
3. The school leaders are directly involved in the recruitment, hiring, and placement of staff.	
o Procedures are designed to recruit, place, and retain staff with skills necessary to meet student needs.	
o The most skillful and highly trained teachers are assigned to the most challenged schools.	
o Within the school the most skillful and highly trained teachers are assigned to the most challenged students.	
4. Shared, distributed, and sustained leadership propels the school — with a clear focus and use of data to promote student achievement.	
5. Constituent groups regularly communicate with their school-based governance body representatives regarding school issues and decisions.	
6. The school leaders demonstrate the skills necessary to leading a continuous school improvement process.	

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<ul style="list-style-type: none"> ○ The adults in the school are provided time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and to improve their standards-based practice. 	
<ul style="list-style-type: none"> ○ The school leaders facilitate the development of the school-based strategic action plan utilizing systems thinking to incorporate the school’s vision, purpose and goals; the title 1 unified plan; NCLB school improvement plan and/or report on instructional priorities; the professional development plan; and other mandated plans. 	
<ul style="list-style-type: none"> ○ The school-based strategic action plan includes a program of benchmark review to assess and evaluate the effectiveness of the plan and to realign it when necessary. 	
<ul style="list-style-type: none"> ○ There is an annual collaborative process to review the school-based strategic plan. 	
<ul style="list-style-type: none"> ○ The leadership team’s planning process involves collecting, analyzing, applying, and disseminating data. 	
7. The school and district work collaboratively to bring coherence to curriculum, instruction, assessment, intervention, data collection, analysis, and accountability for student achievement.	
8. There is an established process for aligning professional development, the Professional Development Plan (PDP), and teacher evaluation with the analysis of student data.	
9. The administrator’s Professional Growth Plan (PGP) addresses the administrator’s performance and gives timelines for implementation of change that is research-based.	
10. Operational vertical articulation and transition programs are in place between feeder schools and destination schools.	
11. Operational horizontal articulation and transition programs are in place among other schools and administrators within the district.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Description of recognition programs		
Transition plans for students and staff entering and leaving school		
School Improvement Plan – with focus on the evaluation component		
Description of articulation with feeder and receiving schools		
Samples of communications with feeder and receiving schools		
Graduation rates		

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7.3 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
+Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify): _____	
+Other: School Leadership Committee or NCLB school improvement committee	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

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Standard 7 – Leadership and NCLB School Improvement Committee: The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations; and (d) effective planning with input from all stakeholders.		7.4
		Rating:
Indicator 7.4	School leadership and the NCLB school improvement committee plan effectively by communicating a clear purpose, direction, and strategies focused on teaching and learning through the development, implementation, and evaluation of the following: vision, goals, and the NCLB school improvement plan.	
Essential Question	<i>How is distributed leadership demonstrated, and what evidence is there that it is effective?</i>	

1. A democratic, school-based governance body (NCLB school improvement committee or school improvement team) includes stakeholders from all relevant cultural, racial, ethnic, linguistic, special needs, and socio-economic backgrounds, and all grade levels and specialty areas.	
o The school-based governance body (NCLB school improvement committee or school improvement team) uses protocols to ensure that all constituent voices are honored.	
o All constituent groups can clearly articulate the school’s vision and decision-making process.	
o The school-based governance body (NCLB school improvement committee or school improvement team) has the authority to participate in making important decisions about teaching and learning in the school.	
o The school-based governance body (NCLB school improvement committee or school improvement team) publishes meeting minutes in a timely fashion using varied communication tools, e.g., e-mail, school website.	
o The school-based governance body (NCLB school improvement committee or school improvement team) solicits input from collaborative teams who work routinely on teaching and learning issues.	
2. The NCLB school improvement committee or school improvement team meets regularly to review and analyze assessment results and to evaluate the NCLB school improvement plan.	
3. The NCLB school improvement committee or school improvement team provides input and oversees the school restructuring plan and other plans (e.g., SIA Part A and Part G).	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Samples of NCLB Committee minutes		
Samples of protocols used in NCLB Committee meetings		

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7.4 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
+Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify): _____	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

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Standard 7 – Leadership and NCLB School Improvement Committee: The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations; and (d) effective planning with input from all stakeholders.		7.5 Rating:
Indicator 7.5	SECONDARY SCHOOLS—NJ Secondary Education Initiatives – Grades 6 to 12 School leadership, the NCLB school improvement committee, and the district are implementing the strategies in the Secondary Education Initiative.	
Essential Question	<i>What evidence is there that the district is implementing the Secondary Education Initiative?</i>	
1. A plan for implementing Secondary Education Initiative has been completed by the district.		
2. There is a school-level planning team to guide the development and implementation of the secondary education reforms with teacher and administration determination of the team membership and operating procedures.		
3. The district provides instructional services, professional development, and other support to assist the school with implementation of the Secondary Education Initiative.		
4. The school is in the process of creating or has created personalized learning environments that strengthen relationships among students, teachers, staff members, families, and the larger community, including but not limited to: <ul style="list-style-type: none"> g. small learning communities; h. ninth grade academies where freshman students remain together and are provided with a supportive environment to enhance their successful transition to high school; i. student support systems where students are assigned an adult mentor or team of adults who know them and can support efforts in achieving goals and solving problems; j. academies with a career focus; k. multi-grade academies where students at various grade levels may remain with a core group of teachers for multiple years in an academy-type format, which may be organized around a particular theme and involve interdisciplinary teaming; or l. other practices for personalizing learning environments that strengthen relationships among students, teachers, staff members, families, and the larger community. 		
5. Academic coursework preparing all students for success in postsecondary education and/or careers after graduation, including the development of academic skills integral to success in rigorous high school courses, is available to all students.		
6. All students entering grade nine can complete the following by the end of their high school education: college level preparatory English I, II, III, and IV; Algebra I; Lab Biology or the equivalent content taught in an integrated career-based format.		
7. Courses are developed, reviewed, evaluated, and revised by a broad cross section of teachers, content supervisors, and principals. Courses are aligned with the CCCS and district curriculum.		
8. The curriculum for coursework identifies the purpose of instruction, including the essential content to be mastered in each course with interim benchmarks and assessments and final assessments.		

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES

7.5 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it? *	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
+Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify): _____	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Protocol for Focus Groups

Team leader and principal randomly select teachers and paraprofessionals for focus groups. The groups should represent all grade levels and experience levels.

1	If you have been in the building for at least two years, what changes do you see in the classroom and building in the following areas?	
	Teaching and Learning	
	School Culture	
	Leadership	
	Professional Development	
	Special Education	
	English Language Learners	
	Parent and Community	
	Governance and Leadership	
2	To what do you attribute the changes?	
3	What else can/should be done by the district to improve student achievement?	
4	Are you aware of the restructuring plan or activities involved with restructuring in your building?	
5	How are you using data to drive instruction?	
6	Specifically, how will you know that school programs are successful?	

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ESSENTIAL QUESTIONS FROM TEACHING & LEARNING TOOL

Standard 1 – Curriculum:

- 1.2 How do all teachers use the curriculum in planning instruction?
- 1.4 What evidence exists that all students have access to the district's common academic core?

Standard 2 - Classroom Evaluation/Assessment:

- 2.1 How are assessments designed to measure performance in ways that advance learning through the development of critical thinking and problem-solving skills?
- 2.2 How do students know what is expected, and are they able to articulate expectations, share their work, and reflect on others' work?
- 2.3 How is assessment data used to drive instructional practice and student placement and to address student needs?

Standard 3 – Instruction:

- 3.1 To what extent are all students engaged in learning? To what extent do special program teachers (e.g., ELL, Title I, special education, gifted and talented) collaborate with general education teachers?
- 3.3 What evidence is there that all teachers have a deep knowledge and understanding of their content and how to teach it?

Standard 4 - School Culture:

- 4.1 Are clear and fair rules and policies in place to support a safe, equitable, and healthy learning environment? To what extent are the policies followed?
- 4.2 How does the school community express high expectations for all its members?

Standard 5 – Support for the School:

- 5.1 Does the school have a program of aligned support services that fully support the unique needs of students? What structures are in place for serving special populations (e.g., ELL, Title I, special education, gifted and talented students)? To what extent are staff members trained to meet the needs of these special populations?
- 5.2 To what extent does the school actively initiate positive relationships and communication with parents and the community?

Standard 6-Professional Learning and Evaluation:

- 6.2 What evidence is there that student learning is tied to teacher learning? Do teachers feel they receive adequate professional development?

Standard 7 - Leadership and NCLB School Improvement Committee:

- 7.1 What evidence is there that the school administrators are educational leaders who understand the linkages among educational leadership, a productive school, and positive outcomes for children?
- 7.2 What evidence is there that the principal is an educational leader who understands that formal leadership is a complex and multi-faceted role requiring moral courage, knowledge of governance and change, and the ability to share leadership?
- 7.3 How have key school leaders established a culture of trust and institutionalized a commitment to continuous improvement and accountability for performance?
- 7.4 How is distributed leadership demonstrated, and what evidence is there that it is effective?
- 7.5 What evidence is there that the district is implementing the Secondary Education Initiative?

School Restructuring – Governance Questions

- Describe the governance changes that have taken place in the restructured school.
- How do the governance changes positively impact the school?
- How are parents and the community involved in the implementation of the restructuring plan?
- What are the primary strategies implemented to assist students who are not achieving?
- What strategies are in place for subgroups not achieving proficiency in language arts?
- What strategies are in place for subgroups not achieving proficiency in mathematics?
- What is the current process that the school/district uses to recruit staff?
- What steps are taken to ensure that the most challenging classes are assigned to the most experienced teachers?
- What are the unique qualifications for staff in the restructured school?
- What supports are in place to ensure the success of staff at the school?

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Questions for Students

1	How long have you been attending this school?	
2	What do you like about the school?	
3	What's your favorite subject? Why?	
4	What's your least favorite subject? Why?	
5	If you need help with your schoolwork, what do you do about it? Who helps you?	
6	If you have a personal concern or problem, what do you do about it? Who helps you?	
7	Do you feel safe in school? Why or why not?	
8	If you could change one thing in the school, what would it be?	
9	Do you know what rubrics are and how they are used?	
10.	Do you feel that teachers challenge you to achieve at your highest level?	

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Questions for Teachers

1.	How many years have you taught in this school?	
2.	How many years have you been employed in this district?	
3.	Describe the process for curriculum alignment in your school. What is the district's role in the process? What was your role in the process?	
4.	How does this school ensure access to a common academic core? (i.e., special education, ESL, G/T, career/tech ed., etc.)	
5.	How and by whom are assessments (including student work and teacher-developed assessments) used to monitor curricular gaps and inform instructional practice?	
6.	How do you assess the impact instructional practice (i.e., learning centers, technology integration, differentiation, cooperative teams, etc.) on student achievement? How do you demonstrate acceptance of responsibility for student success and failure?	
7.	How do school leaders motivate all staff to continuously work to improve achievement for all students?	
8.	How are academic and behavior standards communicated?	
9.	What opportunities do staff members have for professional collaboration?	
10.	What contributes to you feeling safe in your working environment?	
11.	In what ways are families and the community made active partners in the	

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	educational process of this school, and what is your role in facilitating this involvement?	
12.	What is your role in providing students opportunities to receive additional assistance focused on improving performance levels? Describe how you use technology to provide additional assistance for student learning.	
13.	What professional development have you received? (i.e., teacher professional growth, ongoing, job-embedded focus on teaching and learning, connection to PGPs, etc.)	
14.	In your own words, what is the mission of this school? When was the mission last reviewed? What process is used to review, revise, and communicate this mission?	
15.	How do you find out about SLC or planning committee meetings, agendas, and minutes? How does an item or person get on the school agenda?	
16.	What types of disruptions hinder your job performance or overall instructional effectiveness of the school?	
17.	How do you view the principal as an instructional leader in this school? Describe a typical faculty meeting, planning period, and committee meeting.	
18.	How are assignments of instructional and non-instructional staff decided? Are all teachers certified to teach in their assigned areas?	

Questions for Principal

- What is your personal history with the school/district?
- What is your personal history with school change or reform? Can you identify a process that you have implemented over the last two years that challenged you on both personal and professional levels?
- How are you able to establish and maintain a shared focus and vision for your school? How did you develop your vision statement?
- How do you maintain high standards of academic achievement for all students? What do you pay most attention to on a daily basis that supports high standards for achievement?
- In your opinion, how many of your staff members really believe that all children can learn? What have you done to strengthen your staff's beliefs that all children can learn?
- How do you communicate with all of the stakeholders of the school? How do you know if that communication is perceived as authentic?
- Can you provide examples of how you have used the collaborative model of decision making in an effective manner?
- How do you develop and maintain uniformity in your administrative goals, commitment, and accountability among all building administrators?

Questions for District and Board of Education

- What is the process used to address student achievement at board meetings? Or how often is student achievement discussed at the board level?
- How will you ensure that the CAPA recommendations are presented to the board? How will they follow up on them?
- What is the district planning process? How are stakeholders involved in decision making?
- Is the board united? How do they vote?
- How well does the board/district support professional development for themselves and for the staff?
- Is there a strategic plan for the district, and for each school?
- How do you know that the board is committed to achieving AYP addressing rigor for all the students of the district?

Parent/Community Involvement Questions

- Describe the changes that have taken place in the restructured school.
- How were you involved in selecting the restructuring option?
- How are you involved in the implementation of the restructuring plan?
- What is the school's parent involvement policy?
- How are parents involved in the school?
- What services are provided to help parents assist their children?
- What is the current process if you need to speak to someone at the school?
- How are parents involved in the development of the needs assessment and unified plan?

2010-2011 New Jersey Teaching & Learning Tool for 3-day Visits

* **Generic question:** "We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?"

- The individual team member charged with that standard would need to personalize the question, depending on the findings.
- An example: In looking at 2.3.1 we don't find any analysis of disaggregated student assessment data or action plans based on that analysis. The specific question would be "We don't see evidence of any action plans based on the analysis of disaggregated student assessment results. Could you tell me where we might find such analysis and action plans or could you talk with me about how you use disaggregated assessment data?"

RESOURCES

National Forum to Accelerate Middle Grades Reform: New Jersey Schools to Watch: *Self-Study and Rating Rubric*

"Bridging the Gap between Standards and Achievement", Richard F. Elmore, 2002, Albert Shanker Institute

"The Leadership We Need", Waters and Grubb, 2004, McREL: Mid-continent Research for Education and Learning

"Interstate School Leaders Licensure Consortium (ISLLC) Standards: Education for the Future – the School Portfolio", 2000, Council of Chief State School Officers

"Planning Change for Restructuring Schools", Mid-Atlantic Comprehensive Center, 12/2006

Classroom Instruction that Works, Marzano, 2001, ASCD

The Art and Science of Teaching, Marzano, 2007, ASCD

Leadership for Learning, Carl Glickman, 2002, ASCD

The Differentiated Classroom, Carol Tomlinson, 1999, ASCD

Results Now, Schmoker, 2006, ASCD

The Basic School, Boyer, 1995, Carnegie Foundation for the Advancement of Teaching

The Learning Leader, Reeves, 2006, ASCD

Turnaround Leadership, Michael Fullan, 2006, Jossey-Bass

CAPA Descriptors, 2006, NJ DOE

CAPA 3-Day Visit Handbook, adapted 2/2007

CAPA 5-Day Visit Handbook, 2006

Arizona School Reform Tool

The Great Maine Schools Project School Change Rubric, 2005

Pennsylvania Department of Education: 2006-2007 Review Criteria for "Getting Results!" SIP Framework, 2004