

Indicator Map for Indicators NOW!

Team Structure

A team structure is officially incorporated into the school improvement plan and school governance policy.

All teams operate with work plans for the year and specific work products to produce.

All teams prepare agendas for their meetings.

All teams maintain official minutes of their meetings.

The principal maintains a file of the agendas, work products, and minutes of all teams.

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

The Leadership Team serves as a conduit of communication to the faculty and staff.

The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.

The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.

Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

Principal's Role

The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.

The principal develops the leadership capacity of others in the school.

The principal communicates the likelihood of success based on the plan and hard work.

The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.

The principal participates actively with the school's teams.

The principal keeps a focus on instructional improvement and student learning outcomes.

The principal monitors curriculum and classroom instruction regularly.

The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.

The principal challenges unsound teaching practices and supports and monitors the correction of them.

The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

The principal provides incentives for teacher and student accomplishment.

The principal personally engages parents and the community in the improvement process.

The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

Professional Development

The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.

Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.

Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.

Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.

Teachers are required to make individual professional development plans based on classroom observations.

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Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

Teacher evaluation examines the same indicators used in professional development.

The principal plans opportunities for teachers to share their strengths with other teachers.

Parents and Learning

Defining the Curriculum of the Home

How schools can support the Parent-Child relationship

Defining the Routine of Family Life

Family Expectations and Supervision

Aligned Instruction

Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Units of instruction include standards-based objectives and criteria for mastery.

Classroom Assessment

Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.

Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.

Unit pre-test and post-test results are reviewed by the Instructional Team.

Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

Teachers re-teach based on post-test results.

Differentiated Instruction

Units of instruction include specific learning activities aligned to objectives.

Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.

Periodic Assessment

Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

Instructional Teams use student learning data to plan instruction.

Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).

Instruction - Preparation

All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

All teachers develop weekly lesson plans based on aligned units of instruction.

All teachers test frequently using a variety of evaluation methods and maintain a record of the results.

All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Instruction - Teacher Directed-Introduction

All teachers review the previous lesson.

All teachers clearly state the lesson's topic, theme, and objectives.

All teachers stimulate interest in the topics.

All teachers use modeling, demonstration, and graphics.

Instruction - Teacher Directed-Presentation

All teachers explain directly and thoroughly.

All teachers maintain eye contact.

All teachers speak with expression and use a variety of vocal tones.