Patterns of Practice

A School Review Process

Information   Tools   Training

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

The Center on Innovation & Improvement helps regional comprehensive centers in their work with states to provide districts, schools, and families with the opportunity, information, and skills to make wise decisions on behalf of students.
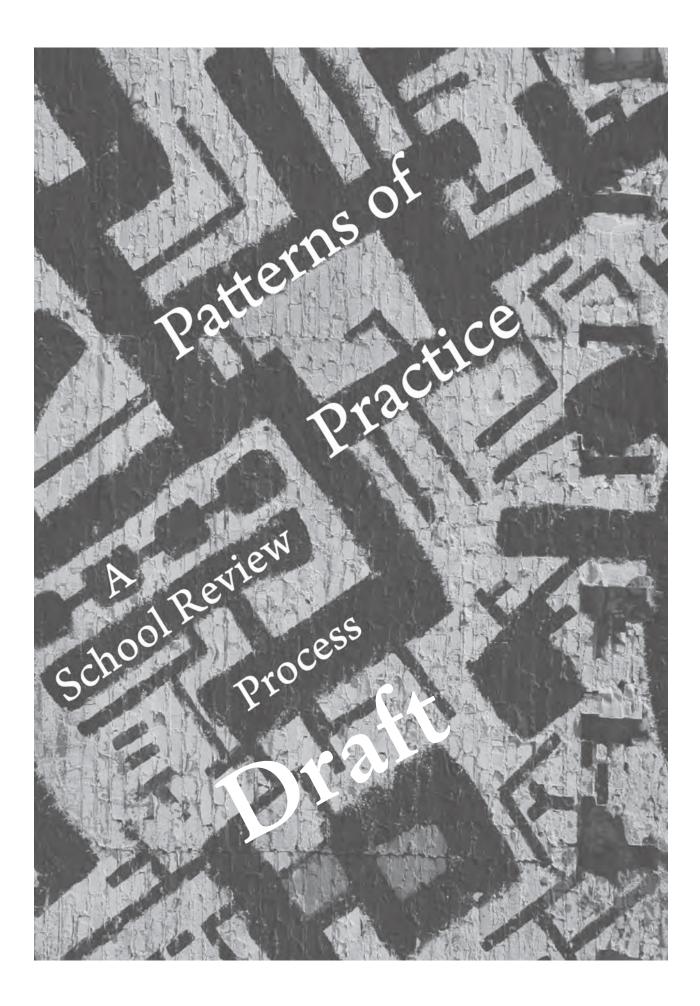
The Center on Innovation & Improvement is administered by the Academic Development Institute (Lincoln, IL) in partnership with the Temple University Institute for Schools and Society (Philadelphia, PA) and Little Planet Learning (Nashville, TN).

A national content center supported by the
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The opinions expressed herein do not necessarily reflect the position of the supporting agencies,
and no official endorsement should be inferred.

Patterns of Practice

Practice

A School Review Process

Draft

Table of Content

Section 1. Introduction

In order to provide support to districts and schools that fall into the in need of improvement category, it is critical for states to distinguish among those that are engaged in long-term improvement efforts and those that have not begun such a process (Elmore, 2003). States must determine the different needs of low-performing schools. They also need to include detailed information on the quality of teaching, learning, and leadership in identified schools. Furthermore, the National Governors' Center for Best Practices suggests that the State Educational Agency (SEA) might maximize the usefulness of this information by developing or adopting fine-tuned assessment tools that can provide specific data about classroom instruction. Additionally, the use of the information should inform educational practice.

Fullan (2005) advises higher-level educators (e.g., at the SEA level) to partner strategically with district and school leaders, outside technical assistance providers, researchers, and others who can assist states in creating an aligned, coherent, and coordinated education system focused on common goals around improving student learning and achievement.

At the request of the Office of the State Superintendent of Education (OSSE) in the District of Columbia, the Center on Innovation & Improvement and the Mid-Atlantic Comprehensive Center engaged in a process of developing a planning process/protocol for conducting annual school reviews. This process uses research-based standards and indicators to assess local educational agencies (LEAs) in the areas of academic and organizational performance as outlined in the No Child Left Behind Act of 2001 (NCLB) and has been named *Patterns of Practice School Review* (also known as POP).

The POP review is based on 49 indicators found in *Handbook on Restructuring and Substantial School Improvement* (2007) published by the Center on Innovation & Improvement, one of the U.S. Department of Education's five national content centers in the Comprehensive Centers Program, and endorsed by the United States Department of Education, to provide action-oriented principles for improving schools drawing on the existing research base. These are research/evidence-based indicators associated with substantial school improvement. A set of nine standards was adopted to scaffold the indicators.

The POP Review process looks for evidence of the presence of indicators associated with substantial school improvement. It includes collecting detailed information on the quality of instruction, assessment, curriculum, planning, and parent involvement. Data collection activities include classroom observation, surveys and interviews with staff, and the review of documents related to the educational program. The process was designed to be conducted by an outside team with expertise in the area of educational administration and pedagogy.

The purpose of the POP Review process is to meet the rigorous demands set forth in NCLB. The clearly stated purpose of NCLB is to ensure that all public school students are proficient in reading/language arts, mathematics, and science by 2014. Guidance for meeting NCLB requirements defines the structures that are to be in place to meet this goal. An example is the requirement that states must establish processes to identify schools where students are not meeting the standards as well as a statewide system of support to strengthen the performance of schools and ensure that every child receives a quality education. The POP review process can provide information to SEAs, LEAs, as well as schools themselves, to more effectively design professional development and technical assistance focused around improving student learning and achievement. More specifically, it is hoped that the results of POP Reviews will: assist LEAs in addressing deficiencies and strengthening core academic subjects that may have caused the identified problems, and support the design of school improvement plans that promote high-quality professional development and address the academic needs of the school.

Sections 2-5 lay out the process for conducting a POP Review organized within four phases: Planning, Preparing, Conducting, and Reporting. Section 6 contains a set of Frequently Asked Questions regarding the POP Review process.

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APPENDIX

Section 1: Introduction
  ◇ 1-A Indicator Framework

Appendix 1-A

Indicator Framework

The indicators for this framework were adapted in part from the New Jersey Collaborative Assessment & Planning for Achievement document and the *Handbook on Restructuring and Substantial School Improvement* from the Center on Innovation & Improvement.

Standard 1 - Curriculum

Standard	Indicators
Standard 1: Curriculum	**IIA01**: Instructional teams develop standards-aligned units of instruction for each subject and grade level.
	IIA02: Units of instruction include standards-based objectives and criteria for mastery.
	IIC01: Units of instruction include specific learning activities aligned to objectives.
	IIIA01: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

Standard 2 - Assessment and Evaluation

Standard	Indicators
Standard 2: Assessment and Evaluation	**IID08**: Instructional Teams use student-learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
	IIIA05: All teachers maintain a record of each student's mastery of specific learning objectives.
	IIIA06: All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
	IIIA40: All teachers assess student mastery in ways other than those provided by the computer program.

Standard 3 - Instruction

Standard	Indicators
Standard 3: Instruction	**Preparation**
	IID09: Instructional Teams use student-learning data to plan instruction.
	IID10: Instructional Teams use student-learning data to identify students in need of instructional support or enhancements.
	IID11: 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 their early mastery of objectives).
	IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.

Standard	Indicators
Standard 3: Instruction	**Introduction**
	IIIA09: All teachers clearly state the lesson's topic, theme, and objectives.
	Presentation
	IIB04: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
	IIIA11: All teachers use modeling, demonstration, and graphics.
	IIIA13: All teachers explain directly and thoroughly.
	IIIA16: All teachers use prompting/cueing.
	IIIC05: All teachers use a variety of instructional modes.
	Summary and Confirmation of Learning
	IIB05: Teachers re-teach based on post-test results.
	IIIA03 & **IIIA04**: Teachers use objectives-based pre-tests and post-tests.
	Teacher-Student Interaction
	IIIA26: All teachers encourage students to check their own comprehension.
	Small Group/Independent Work
	IIIA31: All teachers interact instructionally with students (explaining, checking, giving feedback).
	IIIA32: All teacher interact managerially with students (reinforcing rules, procedures).
	IIIA35: Students are engaged and on task.
	Classroom Management
	IIIC01: When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
	IIIC10: All teachers reinforce classroom rules and procedures by positively teaching them.

Standard 4 - Comprehensive and Effective Planning

Standard	Indicators
Standard 4: Comprehensive and Effective Planning	**ID13**: 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.
	IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student-learning data.

Standard 5 - School Culture

Standard	Indicators
Standard 5: School Culture	**ID08:** The Leadership Team serves as a conduit of communication to the faculty and staff.
	IE13: Principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

Standard 6 - Professional Development

Standard	Indicators
Standard 6: Professional Development	**IF01 & IF02:** The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers and the Leadership Team takes them into account in planning professional development.
	IF03 & IF04: Professional development for teachers includes observations by the principal and peers related to indicators of effective teaching and classroom management.
	IF05: Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
	IF06: Teachers are required to make individual professional development plans based on classroom observations.
	IF08: Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
	IF10: The principal plans opportunities for teachers to share their strengths with other teachers.

Standard 7 - Leadership

Standard	Indicators
Standard 7: Leadership	**IE01:** The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.
	IE02: The principal develops the leadership capacity of others in the school.
	IE06: Principal keeps a focus on instructional improvement and student learning outcomes.
	IE07: Principal monitors curriculum and classroom instruction regularly.
	IE10: Principal celebrates individual, team, and school successes, especially related to student learning outcomes.

Standard 8 - Organization Structure and Resources

Standard	Indicators
Standard 8: Organization Structure and Resources	**ID01:** A team structure is officially incorporated into the school improvement plan and school governance policy.

Standard 9 - Parent and Community Involvement

Standard	Indicators
Standard 9: Parent and Community Involvement	**ID14:** A School Community Council (or similar team) consisting of the principal, parent facilitator, social worker or counselor, and parents oversees family-school relationships and the curriculum of the home.
	ID15: A majority of the members of the School Community Council are parents of currently enrolled students and are not also employees of the school.
	IG02: Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.
	IG06: Parents receive practical guidance to encourage their children's regular reading habits at home.
	IG09: Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits.
	IIIB06: All teachers systematically report to parents the student's mastery of specific standards-based objectives.

Section 2. Planning the POP Review

The SEA initiates the POP Review activity in a planning phase that consists of two (2) parts: (1) selection of the sample of schools that are to participate in the POP Review process, and (2) scheduling the POP Reviews. The SEA undertakes these two activities in cooperation with the LEAs involved. It is suggested that the SEA precede these activities by holding briefings for leadership in the LEAs regarding the POP Review process to promote understanding and cooperation.

The SEA determines the number of schools to participate in the POP Review process based on available resources. The criteria for selecting schools includes factors such as: (1) type of school (i.e., elementary, middle, high); (2) results on state assessments; (3) school status under NCLB accountability provisions; or (4) other criteria of interest. Once the list of schools to participate in the POP Review process is finalized, a review schedule is worked out with the LEAs.

The review schedule needs to reflect awareness of the academic year calendar, as well as specific activities scheduled by individual schools. Reviews should be scheduled when regular classes are in session. Therefore, it is important to avoid times when special activities (e.g., school holidays, professional development days or parts of days, testing, parent conference days, field trips, or assemblies) have been scheduled.

POP Reviews are scheduled on (3) consecutive days for each school. During the POP Review, teams conduct the following data collection activities:

◇ Interview with the building principal

◇ Focus group with the leadership team

◇ Focus group with 6-8 members of the instructional staff

◇ Focus group with 6-8 members of the non-instructional staff

◇ Focus group with 6-8 parents

◇ Classroom observations and brief interviews with the teachers whose classrooms are observed

◇ Review a set of documents relevant to the POP indicators

◇ An on-line survey of school staff prior to the on-site visit.

Once the SEA has completed the planning tasks, POP Review Teams are formed and instructed to proceed with the preparation phase (see Section 3).

The appendix in this section includes a sample planning timeline.

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APPENDIX

Section 2: Planning the POP Review

◇ 2-A Sample Planning Timeline

Appendix 2-A

Sample Planning Timeline

ACTIVITY	COMPLETION DATE
SEA contacts LEA regarding the POP Review	**5** months prior to first on-site visit
SEA provides briefings to LEA	**4** months prior to first on-site visit
SEA determines criteria for school selection	**3** months prior to first on-site visit
SEA selects schools to have POP reviews	**3** months prior to first on-site visit
SEA schedules POP Reviews	**2** months prior to first on-site visit
SEA forms and assigns POP Review Teams	**2** months prior to first on-site visit

Section 3. Preparing for the POP Review

The SEA, the POP Review team leader and team, and the building principal are all involved in preparations leading up to the on-site POP Review.

The SEA makes initial contact with the building principal to confirm the POP Review activity and provide the principal with the name and contact information of the POP Review team leader. At this time, the SEA requests that the principal send in the information needed for the team leader to create the on-site visit schedule (Appendix 3-B). The SEA forwards this information to the team leader. The SEA provides the POP review team with the supplies and equipment needed to conduct the review, as well as meeting space needed prior to and following the on-site visit.

The responsibility for arranging for the POP Review falls to the POP Review team leader. A task checklist is provided in Appendix 3-L. The team leader is the point of contact between the team and the principal, as well as between the team and the SEA. As soon as the team leader receives notification from the SEA regarding a specific POP Review, he/she contacts the team members and arranges for an initial team meeting. The team leader plans the meeting agenda and chairs this and all other meetings of the team. The team leader develops a preliminary schedule to be confirmed with the principal for the on-site visit activities and makes individual team member assignments. A schedule for future meetings, including those taking place following the on-site visits, should also be set.

The team leader also makes an initial contact with the principal to discuss the upcoming POP Review. It is essential to maintain regular con-

tact with the principal (in person, via email, or telephone) throughout the preparation phase to ensure that the review runs smoothly. The team leader should ensure that the principal understands the nature of the POP Review and how it takes place. The team leader works with the principal to obtain the information needed prior to the on-site visit in order to schedule on-site activities (Appendix 3-J contains a list of documents to be provided prior to the on-site visit), to arrange for work space in the school for the team, and to ensure that documents to be examined during the on-site visit are ready for the team upon its arrival at the school. The team leader provides the principal with a written list of school documents required by the review team. Appendix 4-N contains a list of documents to be reviewed during the on-site visit.

The on-line survey for all school staff using Survey Monkey software is available one week prior to the on-site visit. The principal makes the school staff aware of the survey and encourages them to respond to it. Mid-way through the week, the team leader reports to the principal on the number of respondents and requests that a second notice about participation be sent to school staff. It is important to have as high a response rate as possible to ensure the validity of the results. Survey responses are anonymous and, if responses are disaggregated, the disaggregation does not allow specific individuals to be identified.

As described in Section 2, the team conducts multiple activities during its 3-day visit. Therefore, establishing a realistic schedule is critical. A major activity involves 20-minute classroom observations paired with 15-minute teacher interviews. The observations and interviews may be done in any order, but it is important that the teachers selected participate in both activities. Classroom observations concentrate on reading/language arts or math lessons. There must be sampling across grade levels and special programs. Observation must include a mixture of the beginnings, middles, and ends of lessons.

The team leader requests that the principal inform the teachers who are involved in the observation/interview process. Teachers should not be notified of the times of their observations. These teachers are requested to have the following materials available for reference at the interview: (1) weekly lesson plan (for the week of the visit); (2) related unit plans; (3) related curricular content standards; (4) records of student performance; (5) sample of assessments (e.g., formative and summative); and (6) written communications to parents.

The team leader provides team members with a schedule for observation and interviews that includes the names of the teachers, the grade level, the subject (for secondary schools), the room locations, and the observation and interview times. A map of the school is also provided. The observation period should reflect typical classroom activity. Sufficient time between observations and interviews should be scheduled to allow for reviewing notes, travel between classrooms, and breaks.

In addition to the schedule for classroom observations and teacher interviews, the team leader provides team members and the principal with the schedule for the interviews, focus group discussions, and time to review documents. Team members are assigned to serve as interviewer/discussion facilitator or note taker. It is expected that all team members participate in completing the Document Review Checklist (Appendix 4-O) and devote some of their on-site time to this task.

The team leader schedules times during the on-site visit for the team to meet. The team leader should also meet with the principal during the on-site visit to discuss any matters related to conducting the POP Review. Having the principal attend a kick-off meeting on Day 1 to welcome the review team and provide an orientation to the school would be very helpful in setting a collegial tone.

Team members also have a number of responsibilities during the preparation phase. They are to review background information provided by the school, prepare themselves to carry out their assignments during the on-site visit, and participate in all team meetings held prior to the on-site visit.

Once the POP Review Team has completed the preparation tasks, it proceeds to conduct the POP Review (Section 4).

The appendices related to this section include samples of correspondence, talking points, checklists, and forms.

APPENDICES

Section 3: Preparing for the POP Review

◇ 3-A Preparing for the Review Timeline

◇ 3-B Sample letter from team leader to school principal regarding review arrangements (i.e., request appointment with principal to discuss upcoming review, work space for team, documents needed before review, documents needed at time of review, class schedules for purpose of scheduling classroom observations, schedule to conduct focus groups, information about composition of focus groups)

◇ 3-C Talking points for team leader's use in briefing principal about POP review

◇ 3-D Sample letter to principal regarding conducting on-line survey

◇ 3-E Sample message for principal to use requesting staff to complete on-line survey

◇ 3-F Sample message for principal to provide teachers involved in classroom observation and individual interviews

◇ 3-G Checklist for Arranging POP Review Schedule

◇ 3-H POP Review Schedule Form

◇ 3-I List of documents to be requested prior to on-site visit

◇ 3-J Agenda for POP Review Team Meeting to Prepare for Review

◇ 3-K Team leader Task Checklist

Appendix 3-A

Preparing for the Review Timeline

ACTIVITY	COMPLETION DATE
SEA selects Team leader and team members	**two months** before on-site
SEA sends notification letter to school (including request for documents to help prepare)	**five weeks** before on-site
SEA provides requested school documents to Team leader	**three weeks** before on-site
Team leader contacts Principal	**three weeks** before on-site
Team leader arranges for online survey access to school staff	**one week** before on-site
Team leader meets with team	**one week** before on-site
SEA provides review supplies/equipment to Team leader	**one week** before on-site

Appendix 3-B

Sample Letter from Team leader to Principal Regarding Review Arrangements

Date

Principal
School
Address
Address

RE: Patterns of Practice School Review Process

Dear Principal (NAME),

As you are aware, on (DATE), your school will take part in (name of state)'s Patterns of Practice School Review. The review team will be composed of (insert number of team members) consultants selected for their expertise in the area of educational administration and pedagogy. The team will collect detailed information on the quality of instruction, assessment, curriculum, planning, and parental involvement. Data collection activities include classroom observations, teacher interviews, completion of an online staff survey, focus groups with identified staff, and the review of documents related to the educational program (see page two). The SEA plans to use information from this review and from your School Improvement Plan to structure professional development and technical assistance focused around student learning and achievement in your school.

Prior to the review, I would like to set up a date and time to meet with you regarding review arrangements. This may be via telephone or in person, whatever is more convenient for you.

Two weeks before our arrival, I ask that you provide me with the following documents:

◇ Map of the school
◇ Master class schedule which includes names of faculty, when particular subjects will be taught, grade levels, and classroom locations (numbers)
◇ List of all staff with room location and job titles
◇ Bell schedule
◇ Lunch schedule
◇ List of any special events that may have been planned on the day of the review

You may fax these items to me at (PHONE) or email them to (EMAIL ADDRESS).

One week before the on-site visit, there will be an anonymous online survey made available to all school staff using Survey Monkey software. We must rely upon you to make school staff aware of the survey and encourage them to respond to it. I will keep track of responses and mid-week, report to you the number of respondents, and request that you send around a second notice to staff in the event that the number of responses is low.

On the day of the review, we request that the following documents be ready for the team's review:

◇ AYP Data

◇ Content and Performance Standards

◇ Course Syllabi

◇ Faculty Meeting Agendas

◇ Individualized Learning Plans

◇ Instructional Team Meeting Schedules, Agendas, and Notes

◇ Instructional Units

◇ Pacing Guides

◇ Principal's Calendar

◇ Professional Development Plan, Schedule, and Session Agendas

◇ Sample of newsletters and other communications to external and internal audiences

◇ School Community Council Mission Statement and Membership List

◇ School Events Calendar

◇ School Improvement Plan

◇ Teacher Handbook

The team will require a dedicated work space for the date of the review. The space should be private, large enough to accommodate all team members, and available from 7:30 am through 5:00 pm that day. The above documents should be placed in this area before the team's arrival.

Classroom observations will concentrate on reading/language arts and math lessons. However, given time, team members may elect to visit additional classrooms to observe instruction in other subject areas. Throughout the day, the team members will be observing teachers in the classrooms for 20 minutes as well as conducting a 15 minute teacher interview either before or after the observation. We ask that you make the teachers aware of their responsibilities for the review, e.g. ensuring that they are able to provide to the consultants documents such as lesson plans, curriculum content standards, records of student performance, sample assessments, sample written communications with parents, etc. Team members will ask to review these items as a part of the interview process.

Two Focus Groups are to be assembled at times convenient to the school schedule. We would appreciate it if you would reserve space in which the group interviews will take place and ensure that participating staff arrives promptly. The Instructional Staff Focus Group will meet for 60 minutes and should contain no more than 8 and no fewer than 5 members who have instructional responsibilities, and may include paraprofessional staff. The Leadership Team Focus Group will also meet for 60 minutes and should include those staff in supervisory/leadership positions within the school.

The team also requests to meet with you for an interview during the on-site review. We will need 60 minutes of your time, either in one block or in two 30 minute blocks. We can discuss this and the focus group scheduling further when we speak prior to the review date, as well as any parking or security arrangements that must be made before the team arrives.

I look forward to speaking with you personally regarding our visit to your school and any further arrangements that need to take place. We appreciate you taking the time to assist us in scheduling the day and making our visit to your school as seamless and efficient as possible.

Should you have immediate questions regarding any of the information in this letter, please feel free to contact me at (PHONE) or (EMAIL), otherwise I will be in telephone contact with you within the next three days to go over these arrangements.

Sincerely,

Team leader

Appendix 3-C

Talking Points for Team Leader's Use in Briefing Principal about POP

◇ Self-introduce to principal following initial correspondence

◇ Review the request for materials needed to construct the visit schedule

◇ Schedule time(s) for principal interview (and other meetings as desired)

◇ Review logistical arrangements (space, parking, lunch availability)

◇ Emphasize the need to work together to set up and conduct the review

◇ Provide principal with contact information

◇ Review each element of the review (e.g., online survey, observation/interview, focus groups, document review) and answer all questions

The POP Review consists of the following data collection activities:

◇ On-line survey of school staff – begins one week prior to on-site visit and ends just prior to visit. The team leader will review the on-line survey with principal and arrange for access to it at least one week before the visit. The team leader will provide the principal with material describing the survey and how it can be accessed to disseminate to school staff. It is the principal's responsibility to inform staff of the need to complete the survey and inform the team leader of any technical problems related to the survey in a timely manner.

◇ Teacher interview and classroom observations (TICO) – the number of observations and interviews conducted during the review will provide a representative sample of classrooms at the school. Each team member will complete a TICO form for classroom observation, and the observation period is to be exactly 20 minutes in length. The interview may be conducted either before or after the observation at a time when the teacher is free to meet for 15 minutes. Teachers should have lesson plans, curriculum content standards, records of student performance, sample assessments, sample written communications with parents, etc., available for consultant review at this time.

◇ Principal interview—should be scheduled for a total of 60 minutes, and can occur in one block or in two 30 minute blocks.

◇ Focus groups for instructional staff and leadership team—the principal will assist with Focus group activities by ensuring appropriate space for the groups to meet in, that participating school staff arrive promptly, and if a group member is unavailable to participate at the time of the focus group, will identify a substitute.

◇ Review of documents—principal is provided with a list of documents to be reviewed on-site in letter from Team leader. Team leader, working with principal, ensures that these documents are available for review beginning at 7:30 on the day of the visit.

Arrange for further conversations leading up to on-site visit

Appendix 3-D

Sample Letter from Team Leader to Principal Regarding On-line Survey

Date

Principal

School

Address

Address

Dear Principal (NAME):

An essential component of the (name of state)'s Patterns of Practice onsite review is the completion of an online survey, which is entitled "Instructional Staff Survey." The purpose of this tool is to gather data that will be used to identify resources and strategies to enhance and increase the effectiveness of delivering services to students and parents in your school.

While we understand that every staff person in your building plays a vital role in educating children, we also recognize that during the Patterns of Practice site review that we will be unable to dialogue with everyone. As a result, the SEA has developed the online survey, with the intent to provide all school staff an opportunity to participate in the site review process. It is also important to note that all responses to the survey are anonymous – none will be identified or reported individually. All of the data collected will be summarized to provide a snapshot of your school.

In order to ensure that the online survey is completed in a timely fashion, the survey will be made available to your staff the week prior to the review, beginning (DATE) and ending (DATE). We ask that you make the school staff aware of the survey ahead of the beginning date and encourage their full participation. I have included in this packet a letter that you may use to request the staff's cooperation in the survey process.

I will contact you mid-week to provide you a report on the number of respondents and most likely, to request that a second call for participation be made to staff. We're hoping for 100% participation!

Should you experience any technical difficulties with the survey, I ask that you contact me immediately so that I can make arrangements to provide the necessary assistance. I welcome any questions or concerns that you may have regarding the survey, and invite you to contact me at anytime at either (PHONE) or (EMAIL) for further discussion.

We appreciate your collaboration and cooperation with us as we work together to build strong and effective schools for the children of the (name of district).

Sincerely,

Team leader

Appendix 3-E

Sample Letter from Principal to Staff Regarding On-line Survey

SCHOOL LETTERHEAD

To All (SCHOOL NAME) Staff:

The SEA will be conducting an onsite review at our school on (DATE). An essential component of the review is an online survey that the site review team would like for you to complete. The purpose of this process is to gather data that will be used to identify resources and strategies to enhance and increase the effectiveness of delivering services to the students and parents in our school. All the responses to the survey are anonymous – no one will be identified or reported individually. All of the data collected will be summarized to provide a snapshot of our school, and help us to identify areas of need.

In order to ensure that the online survey is completed in a timely fashion, the survey will be made available to all staff beginning (DATE) and ending (DATE). I ask that you all take a moment and complete the survey before the ending date. You may access the site by going to (SITE INTERNET ADDRESS) and following the simple instructions you will find there.

Thank you in advance for your cooperation – let's go for 100% participation!

Thank you!

(Principal's Name)

Appendix 3-F

Sample Letter from Principal to Staff Regarding Classroom Observations and Interviews

SCHOOL LETTERHEAD

Dear (SCHOOL NAME) Staff

On (DATE), representatives from the SEA will be conducting an onsite school review. Among the many facets of this review, some or all of our teachers will be observed and interviewed during the course of the day. I have been notified that you will be one of those teachers.

In preparation for the site review, I have provided the site review team with a copy of (SCHOOL NAME) master and classroom schedules; which lists the names of all the faculty members, when particular subjects will be taught, grade levels and classroom locations (numbers), and a list of all staff with room location and job titles. This information will permit members of the site review team to create a schedule of visits and interviews. Please be advised that teachers will not be notified as to the time when this observation will take place.

Classroom observations will primarily concentrate on reading/language arts and math lessons, but given time, members of the team may elect to visit additional classrooms outside of the above stated subject areas. Throughout the day, members of the review team will be observing teachers in the classrooms for 20 minutes, as well as conducting a 15 minute teacher interview either before or after the observation. I have scheduled your interview for (time) on (date). As a part of the teacher interview process, teachers will be asked to share with the team member(s) the following documents:

a) Lesson plans;

b) curriculum content standards;

c) records of student performance;

d) sample assessments (i.e. pre- and post-test, interim assessments); and

e) sample written communication to parents.

Please be certain that you have these items readily available during the interview.

Thanking you in advance for your ongoing support and cooperation.

Appendix 3-G

Team Leader Checklist for Arranging POP Review Schedule

◊ Contact Principal by telephone to discuss arrangements
  • Set up a date and time to meet with you regarding review arrangements. This may be via telephone or in person
◊ Two weeks before the review you need:
  • Map of the school
  • Master class schedule which includes names of faculty, when particular subjects will be taught, grade levels and classroom locations (numbers)
  • List of all staff with room location and job titles
  • Bell schedule
  • Lunch schedule
  • List of any special events that may have been planned on the day of the review
◊ One week before the review, online survey set up and recheck in mid-week re: response level
◊ One week before the review, schedule Focus Groups, Principal Interview, Classroom Observations, and assign team members
◊ The week before the review, create Agenda for on-site review
◊ On day of review, you need available (inform Principal in letter with list):
  • AYP Data
  • Content and Performance Standards
  • Course Syllabi
  • Faculty Meeting Agendas
  • Individualized Learning Plans
  • Instructional Team Meeting Schedules, Agendas, and Notes
  • Instructional Units
  • Pacing Guides
  • Principal's Calendar
  • Professional Development Plan, Schedule, and Session Agendas
  • Sample of newsletters and other communications to external and internal audiences
  • School Community Council Mission Statement and Membership List
  • School Events Calendar
  • School Improvement Plan
  • Teacher Handbook
  • Dedicated work space

Appendix 3-H

POP Review Schedule Form

Day 1 _____

School Name _____

Review Date _____

Time	Reviewer Name	Reviewer Name	Reviewer Name	Reviewer Name	Reviewer Name
AM					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
PM					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					

*Screen shot of Excel Worksheet

Note: Team leader will schedule the following review activities: classroom visit and interview, principal interview, leadership focus group, instructional staff focus group, parent focus group, non-instructional staff focus group, document review, team meetings (as needed).

Reminder: 2 persons assigned for each focus group as well as Principal Interview.

Reminder: schedule 45-50 minutes for TICO, not necessarily back-to-back but at teacher's convenience (for interview)

Reminder: build in time for moving around, breaks

Day 2 _____

School Name _____

Review Date _____

Time	Reviewer Name	Reviewer Name	Reviewer Name	Reviewer Name	Reviewer Name
AM					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
PM					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					

Day 3 _____

School Name _____

Review Date _____

Time	Reviewer Name	Reviewer Name	Reviewer Name	Reviewer Name	Reviewer Name
AM					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
PM					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					

Appendix 3-I

List of Documents to be Requested Prior to On-Site Visit

A major part of preparing for the Patterns of Practice (POP) Review involves setting up the schedule for on-site activities (e.g., classroom observations and accompanying teacher interviews, focus groups). Another important preparation component is to orient team members to basic facts about the school (e.g., enrollment size, student body composition, state assessment results, and content of School Improvement Plan [if applicable]).

At least two (2) weeks prior to the visit, the Team leader should receive the following documents from the principal:

◇ **Map of school**

◇ **Master class schedule (should contain names of faculty, when particular subjects are being taught, grade levels, classroom numbers)**

◇ **List of all staff with room locations and job titles**

◇ **Bell schedule**

◇ **Lunch schedule**

◇ List of any special events planned during period of review (e.g., field trips, assemblies, scheduled fire drills, professional development sessions)

◇ School Fact Sheet (note: this information may be obtained through a web link or provided **by OSSE to the Team leader**)

◇ School Improvement Plan (note: this information may be obtained through a web link or provided by OSSE to the Team leader)

Appendix 3-J

Agenda for POP Review Team Meeting to Prepare for Review

(DATE)

(VIA Telephone/Internet/In Person)

POP Review Team Members:

Team Member

Team Member

Team Member

Team leader

I.   Review of POP process and requirements/Plan Matrix/TICO review

II. Discuss upcoming date(s): on-site review and post-site visit team meeting

III. Assignments
   • Teacher observations and interviews
   • Focus groups – assign interviewers and recorders for each
   • Principal interview – Team leader and one recorder
   • Document Review – all team members
   • Tally sheets
   • Data compilation
   • Data analysis
   • Writing assignments

IV. Due dates for Assignments

V.   Contact information exchange

VI. Wrap Up

Appendix 3-L

Team Leader Checklist

◇ Contact the principal of the school

    ____confirm OSSE contact ____schedule time to meet

◇ Meeting with school principal

    ____arrange with principal to provide information to teachers about their role and responsibilities for the review (who is being observed, providing evidence such as: lesson plans, curriculum content standards, records of student performance, sample assessments, sample written communication with parents, etc.)

    ____arrange for document review

    ____ arrange for scheduling for observation, survey monkey, and focus groups

    ____arrange for workspace

    ____ arrange for the principal to welcome the team the first day of the review

    ____arrange for logistics (parking, badges, lunch, etc.)

◇ Follow-up conference with principal to confirm and obtain copy of the review schedule

◇ Schedule pre-visit meeting with team

    ____review online school data

    ____review and disseminate schedule

    ____make team assignments

        ( ) assign focus group facilitator

        ( ) assign focus group note taker/process observer

        ( ) assign classrooms to be observed

        ( ) collect survey monkey data

        ( ) logistics (lunch breaks, badges, parking, etc.)

◇ Reminder phone call to all team members the day before school visit

◇ Team meeting the morning of the visit

    ____ welcome by the principal

    ____ overview of the day

    ____ verify the team member assignments

◇ Team meeting at the end of each day collect all notes and forms

    ____ debrief and make sure that all documentation is complete

    ____ make adjustments if necessary

◇ Completion of school visit

    ____ team meets for final debrief

    ____ Team leader meets with principal to close out the process

Section 4. Conducting the POP Review

The SEA continues to provide support to the POP Review team as the POP Review is conducted, with the team leader serving as the point of contact. However, the major participants are the team leader and other team members.

The POP Review consists of the following data collection activities:

⬦ On-line survey of school staff

⬦ Teacher interview and classroom observation (TICO)

⬦ Principal interview

⬦ Focus groups for instructional staff, non-instructional staff, leadership team, and parents

⬦ Review of documents

On-line Survey of School Staff

Data collection for the POP Review actually begins one week prior to the on-site visit through the on-line staff survey. Ideally, this activity ends just prior to the on-site visit.

In preparing for the POP Review (see Section 3) the team leader reviews the on-line survey with the principal and arranges for access to it at least one week prior to the on-site visit. The team leader provides the principal with material describing the survey and how it can be accessed to disseminate to school staff (Appendices 3-E and 3-F).

It is the principal's responsibility to inform his/her staff of the need to complete the survey. The team leader provides updates to the principal regarding the number of respondents to date. The principal should

inform the team leader of any technical problems related to the survey as promptly as possible so these issues can be resolved.

Teacher Interview and Classroom Observation (TICO)

The most extensive part of the POP Review is TICO. All team members are assigned teachers to observe and to interview following the schedule developed by the team leader. The number of teachers involved in TICO vary depending on the school's size and the number of team members. Optimally, the number of observations and interviews conducted during the on-site review provide a representative sample of classrooms at the school. A sample note for teachers participating in TICO is included in Appendix 4-T.

Each team member is responsible for familiarizing him/herself with the TICO items and instructions. It is important to apply the indicators consistently among team members. The TICO form is reviewed at a team meeting prior to the on-site visit.

Below is a set of procedures related to the conduct of the classroom observation and the teacher interview.

Classroom Observation

Be punctual. When entering the classroom, adopt a friendly manner with both the teacher and students. While in the classroom, try to be unobtrusive and remain at a distance (in the back of the room or another area away from student focus) so both students and teacher will behave "naturally," without feeling overly self-conscious about your presence. Noting the times (and duration) when certain events in the classroom begin and end are often extremely useful for characterizing the classroom and should be noted as appropriate. Be sure to complete the identifying information on both the face page and summary sheet of the TICO form. When finished, thank the teacher and move on.

Each team member is to complete a TICO form for classroom observation. There are 12 indicators related to the observation period. Guidance related to responding to each indicator is provided in Section I (Classroom Observation). Limited space is provided on the TICO form for notes. Notes must be referenced to specific indicators and are only included to provide explanations, if needed. Extensive notes are not required. The observation period is to be exactly 20 minutes in length.

Teacher Interview

Show respect for the teacher by beginning and ending the interview according to the agreed-upon schedule. The interview should be conducted by a pair (if possible), with one conducting the interview and one recording the interview using the TICO form. There are 14 indicators related to the interview. A script for conducting the interview, as well as guidance related to responding to each indicator, is provided in Section II (Teacher

Interview). Notes must be referenced to specific indicators and are only included to provide explanations, if needed. Extensive notes are not required.

The interview may be conducted before or after the observation, at a time when the teacher is free to talk with you for about 15 minutes and has her/his teaching records and plans at hand. Teachers should have been provided a list of documents to have ready (see Section 3 Preparing for the POP Review). To keep the interview within the allotted time, the greeting must be brief, but friendly, and the questions asked and answered in a quick-paced manner. When finished, thank the teacher and move on.

Completion of TICO Form

One TICO form is to be completed and submitted for each observation/interview. The final page is a summary sheet; it is very important to fill out the form completely and provide it to the team leader by the end of the on-site visit. The forms are compiled to provide a school-level impression of classroom practice related to each indicator. These data are analyzed along with the other information gathered during the review and are used in the preparation of the review report.

Principal Interview and Focus Group Discussions

All team members are assigned duties related to the conduct of the six interviews and/or focus groups. These sessions are held according to the schedule prepared by the team leader. It is expected that the principal will assist with these activities by ensuring that participating school staff arrive promptly and, in the case where a focus group member is unable to participate, identify an appropriate substitute.

Focus groups and the principal interview are conducted by a pair of individuals, with one person conducting the interview or facilitating the focus group discussion and one person taking notes. Notes should be as complete as possible; include verbatim comments for significant points. These notes are used in the process of analysis and report writing. (The review report includes no comments attributed to specific focus group participants.) The note taker, with assistance from the interviewer/facilitator, transcribes the notes as soon as possible after the interview/focus group and codes the notes in terms of the 9 standards and, to the extent possible, to specific indicators. Questions in the interview/focus group protocols carry coding related to standards and/or indicators.

Protocols and note-taking forms for the interview/focus groups are located in Appendices 4-D –4-M. Focus group sessions are scheduled for one hour each and the time limits must be respected. It is important to manage the allotted time so that all questions are addressed. The principal interview may be divided into shorter time segments (totaling one hour) to accommodate the principal's schedule.

Tips for facilitating a successful focus group session include:

◇ Make sure that everyone is introduced.

◇ Emphasize the importance of participation by all group members.

◇ Establish norms for comments (e.g., each comment is valid, differences of opinion are accepted, and judgments are not made on any comments).

◇ Establish a level of comfort by reminding participants that, although notes are taken, everything discussed within the focus group is confidential; no comments are attributed to individuals.

◇ Show respect for participants by adhering to the time schedule.

◇ Let participants know that, in order to address each question, there may be limits set on the discussion of a particular question.

Document Review

A list of the documents to be reviewed on-site is included in Appendix 4-N. The purpose of the document review is to ascertain the existence of written documentation reflecting the POP indicators. The team leader should build time for document review into the on-site schedule. The team leader makes review assignments to team members. The team leader, working with the principal, ensures that these documents are available for review beginning the first day of the on-site visit.

Each team member should be provided with a Document Review Checklist (Appendix 4-O). The checklist identifies which documents relate to particular standards (with embedded indicators). The checklist uses a yes-no format. If substantiating evidence of an indicator is found, the name of the document must be noted. This is important for the subsequent analysis and report preparation activities.

Team Meetings

To manage the on-site visit effectively, the team leader holds daily meetings of the team to review progress and address any logistical issues. The team meets with the principal at the beginning of the on-site visit to exchange introductions and receive, from the principal, a brief orientation to the school. It is recommended that the team leader collect TICO forms and document review checklists from team members at the end of each day. Interview and focus groups notes are be finalized shortly after the on-site visit.

Exit Conversation with the Principal

At the end of the on-site visit the team leader arranges a brief meeting with the principal. Although it is not possible to share a set of findings and recommendations at this time, the team leader is able to discuss highlights of the review process as well as identify some strengths of the school's program based on preliminary team discussion. The meeting is also an opportunity for the team leader to answer questions regarding the

next step in the POP Review process, data analysis, and report preparation. A set of suggested talking points for the team leader is included in Appendix 4-S.

Once the review team completes the on-site visit, it proceeds to the stage of compiling and analyzing the data and preparing the review report (Section 5).

The appendices related to this section include all of the data collection instruments, the list of documents the school provides on-site, and suggested agendas for team meetings held during the on-site visit.

APPENDICES

Section 4. Conducting the POP Review
- ◇ 4-A Conducting the Review Timeline
- ◇ 4-B TICO Instructions
- ◇ 4-C (1) Teacher Interview Classroom Observation (TICO) form
- ◇ 4-C (2) TICO Worksheet Summary form
- ◇ 4-D Principal Interview
- ◇ 4-E Principal Interview Notes
- ◇ 4-F Instructional Staff Focus Group
- ◇ 4-G Instructional Staff Focus Group Notes
- ◇ 4-H Non-instructional Staff Focus Group
- ◇ 4-I Non-instructional Staff Focus Group Notes
- ◇ 4-J Parent Focus Group
- ◇ 4-K Parent Focus Group Notes
- ◇ 4-L Leadership Team Focus Group
- ◇ 4-M Leadership Team Focus Group Notes
- ◇ 4-N List of Requested Documents for Document Review
- ◇ 4-O Document Review Checklist
- ◇ 4-P On-line Survey
- ◇ 4-Q Talking Points for Team Leader Exit Interview with Principal
- ◇ 4-S Note to Teachers Participating in TICO

Appendix 4-A

Conducting the Review Timeline

ACTIVITY	COMPLETION DATE
Team conducts data collection activities	Daily during on-site
Team leader collects checklists, notes	Daily during on-site
Team leader meets with principal	Daily during on-site
Team leader returns school documents to principal*	Day 3 of Review

* Team may retain documents for reference until report is prepared

Appendix 4-B

Instructions for Using TICO

Prior to School Visit

The team leader will make arrangements for both the classroom observations and the associated teacher interviews. Team members will be provided with a schedule for observation and interviews that includes the names of the teachers, the grade level, the subject (for secondary schools), the room location, and the observation and interview times. A map of the school will also be provided. The schedule will provide time for a 20-minutes classroom observation and a 15-minute interview. The observation period should reflect typical classroom activity.

The team leader will request that the principal inform the teachers who will be involved in the TICO process, including the times scheduled for the observation and interview periods. These teachers should be asked to have the following materials available for reference during the interview: (1) weekly lesson plan (for the week of the visit); (2) related unit plans; (3) related curricular content standards; (4) records of student performance; (5) sample of assessments (e.g., summative, diagnostic); and (6) written communications to parents.

Classroom Observation

Be punctual. When entering the classroom, adopt a friendly manner with both the teacher and students. While in the classroom, try to be unobtrusive and remain at a distance (in the back of the room or another area away from student focus) so both students and teacher will behave "naturally," without feeling overly self-conscious about your presence. Noting the times (and duration) when certain events in the classroom begin and end are often extremely useful for characterizing the classroom and should be noted as appropriate. Be sure to complete the identifying information on the TICO cover sheet and summary sheet.

If you are paired for the observation, consider dividing primary responsibilities for the set of indicators, particularly if multiple learning activities (e.g., small groups and independent work) are occurring simultaneously.

Each observer is to complete a TICO form for classroom observation. There are 12 indicators related to the observation period. Guidance related to responding to each indicator is provided in Section I of TICO (Classroom Observation) on pages 2-3. Limited space has been provided on the TICO form for notes. Notes should be referenced to specific indicators and are only needed to provide explanations, if needed. Extensive notes are not required.

Teacher Interview

Show respect for the teacher by beginning and ending the interview according to the agreed-upon schedule. The interview should ideally be conducted by a pair, with one conducting the interview and one recording the interview using the TICO form. If necessary, one person may conduct the interview. There are 14 indicators related to the interview. A script for conducting the interview as well as guidance related to responding to each indicator is provided in Section II of TICO (Teacher Interview) on pages 6-7. Notes should be reference to specific indicators and are only needed to provide explanations, if needed. Extensive notes are not required.

The interview may be conducted before or after the observation, at a time when the teacher is free to talk with you for about 15 minutes and has her/his teaching records and plans at hand. To keep the interview within the allotted time, the greeting must be brief, but friendly, and the

questions asked and answered in a quick-paced manner. When finished, thank the teacher and move on.

Completion of TICO Form

Partners (if applicable) should get together and complete one TICO form for each observation/interview. The form must be completely filled out and provided to the Team leader by the end of the on-site visit. The data on the Summary Sheet (pages 8-9) will be compiled to provide a school-level impression of classroom practice related to each indicator. These data will be analyzed along with the other information gathered during the review and will be used in the preparation of the review report.

Explanation of Terms and Their Relationships

Found in Teacher Interview Items IIIA1, IIA2, IIA1, IIC1, IIIA2

Content and Performance Standards /_1

(Ideally for every subject area and grade level)

Standards-Based Curriculum is derived from (and aligned with) the Content Standards/_2

(Ideally curricula exists for every subject area and grade level.)

Performance Objectives and Criteria for Mastery of Such Objectives /_3

(Ideally these objectives and mastery criteria (1) exist for every subject area and grade level and (2) are aligned with the standards-based curriculum and performance standards.)

Units of Instruction /_4

(Ideally units of instruction are (1) blocks associated with the content standards for a subject area within a grade level and (2) are aligned with the standards-based curriculum for such subject area and grade level.)

Weekly Lesson Plans /_5

(Ideally weekly lesson plans are (1) aligned with the related unit of instruction for the particular subject area and grade level and (2) include learning activities for students that are aligned with performance objectives.)

NOTES

1. Typically State educational agencies have promulgated content and performance standards

2. Typically State educational and/or local educational agencies have developed standards-based curricula depending on governance relationships

3. Typically State educational and/or local educational agencies have developed performance objectives and related criteria for mastery depending on governance relationships

4. Typically local educational agencies or schools have developed units of instruction. Having individual teachers develop units of instruction is NOT a preferred approach

5. Typically individual teachers develop weekly lesson plans, although this activity is also done in collaboration with other teachers

Appendix 4-C (1)

TICO form

Worksheet with Guidance for Use

Teacher Interview and Classroom Observation Instrument
Based on Indicators from the
Handbook on Restructuring and Substantial School Improvement,
Center on Innovation & Improvement
Clusters of Variables

20 minute classroom observation and 15 minute teacher interview

School: _____

Grade Levels of School (e.g. K-8): _____

Total Enrollment: _____

Observer: _____

Date of Observation: _____

Name of Teacher: _____

Room Number: _____

Grade Level Observed:_____

Subject Observed: _____

Notes and Comments:

I. Classroom Observation (A standard amount of observation time —20 minutes—for each teacher)

When entering the classroom, adopt a friendly manner with both the teacher and students. While in the classroom, try to be unobtrusive and remain at a distance (in the back of the room or another area away from student focus) so both students and teacher will behave "naturally," without feeling overly self-conscious about your presence. Noting the times (and duration) when certain events in the classroom begin and end are often extremely useful for characterizing the classroom and should be noted as appropriate.

If you are paired with a monitor for the observation, consider dividing primary responsibilities for the set of indicators, particularly if multiple learning activities (e.g., small groups and independent work) are occurring simultaneously.

Important Note: The explanations of individual indicators in Sections b, c, and d, and apply them when responding to ensure consistency among reviewers. Reviewer response choices are provided for each indicator. In general Yes (Y) signifies observation of at least one instance of the behavior, No (N) signifies no observation of the indicator during the observation time, and X (if provided as an option) signifies that no opportunity occurred to observe the indicator.

a. Classroom Context

Code	Variable	
CC-01	Observation Date	
CC-02	Grade Level Observed	
CC-03	Subject Observed	
CC-04	Teacher Observed – First Name	
CC-05	Teacher Observed – Last Name	
CC-06	Observer	
CC-07	Begin Time	
CC-08	End Time	
CC-09	Total Time	
CC-10	Minutes Teacher-Directed Whole-Class	
CC-11	Minutes Teacher-Directed Student Groups	
CC-12	Minutes Student-Directed Groups	
CC-13	Minutes Independent Work	
CC-14	Minutes Computer-Based	

(If two or more instructional modes take place simultaneously, assign the time to each; the combined time of the five modes may, thus, exceed the total time of the observation. Indicate this situation in the Notes section of this form.)

b. The Classroom (Classroom Management)

Code	Variable			
IIIC01	When waiting for teacher assistance or finished with assignment, students are occupied with curriculum-related activities	Y	N	X
IIIA35	Students are engaged and on task		Y	N
IIIC10	Teacher reinforces classroom rules and procedures by positively teaching them		Y	N
IIIC05	Teacher uses a variety of instructional modes		Y	N

The Classroom Management items are assessed by the observer by merely looking around the room at the time of the classroom observation, not by interview.

IIIC01: This is evidence that the teacher has provided "wait time" procedures or activities. The item is checked YES if the observer notes students who turn from one activity (whether computer-based, small group, independent) to other curriculum-based work while waiting for teacher assistance. If no situations arise where students would have time for this type of work, check X.

IIIA35: This is evidence that students are participating in the instructional activity. For whole class instruction, the teacher intentionally draws various students into the discussion with questions or prompts, creating a fairly even, balanced participation. For students, the "all but two" rule might apply. At any point in time, are "all but two" of the students alert, sitting with good posture, with eyes on the teacher? For individual or small group work at any point in time, are 80% or more of the students focused on the task?

IIIC10: At least one heard instance of the teacher explaining, reinforcing classroom procedures or rules.

IIIC05: During the observed period the teacher uses more than one mode of instruction (e.g., whole class, small group, computer-based, independent).

c. Student-Directed Groups / Independent Work

The teacher may have the students working in groups that are led by one student, groups engaged in cooperative learning activities, or groups following an agenda without a leader. It is possible that the teacher is working with one group while other groups of students are directing their own group activities. In that case, focus on the teacher within the group he/she is leading. This category, student-directed groups, applies if the teacher is NOT primarily occupied with one group.

Independent work is what is often called "seat time," when students are working on assignments individually. Taking a test wouldn't count as "independent work" and wouldn't make for a good observation session. In this set of observations, the focus is on the teacher. We are looking to see if the teacher is active, using the time to check student work, provide feedback, and give assistance.

If no situations arise where students engage in these types of work, check X.

Code	Variable			
IIIA31	Interacts instructionally with students (explaining, checking, giving feedback)	Y	N	X
IIIA32	Interacts managerially with students (reinforcing class rules, procedures)	Y	N	X

IIIA31: Bi-directional, verbal interaction between the teacher and student(s) includes at least one heard instance of instructionally-based comments during student group work or independent work.

IIIA32: Bi-directional, verbal interaction between the teacher and student(s) includes at least one heard instance of explaining, reinforcing classroom procedures or rules.

d. Teacher-Directed Whole Class / Teacher-Directed Small Group

Teacher-directed, whole-class instruction is the traditional mode of the teacher at the center of instruction with students at their desks or stations listening to the teacher and responding to the teacher. Depending upon when the observer is in the classroom, the teacher may be introducing the lesson, presenting the lesson, or summarizing the lesson. In teacher-directed small group, we are looking for the same teaching practices that a teacher would use in whole-class. The observer checks only the items appropriate for the phases of instruction observed.

Check X for IIIA9 if the introduction to whole class or teacher-directed small group is not observed.

i. Introducing Lesson

Code	Variable			
IIIA09	Clearly states the lesson's topic, theme, or chief objective	Y	N	X
IIIA11	Uses modeling, demonstration, graphics		Y	N

IIIA09: The teacher states the topic or central theme of the lesson.

IIIA11: The teacher provides a concrete organizer by using a model, demonstration, or graphic.

ii. Presenting Lesson

Code	Variable		
IIIA13	Explains directly and thoroughly	Y	N
IIIA16	Uses prompting/cueing	Y	N

IIIA13: Without rambling, the teacher clearly presents, "teaches" the lesson.

IIIA16: A cue or prompt is a signal, hint, or nudge to help the student toward a correct response. The teacher may frame a question to provide contextual cues. If the teacher exhibits the use of cues/prompts, check YES.

iii. Teacher-Student Interaction

Code	Variable		
IIIA26	Encourages students to check their own comprehension	Y	N
IIIA21	Re-teaches following questioning	Y	N

IIIA26: If the teacher asks questions that require not so much an answer to the teacher but a self-assessment of comprehension, check YES. This is similar to "thinking about your own thinking."

IIIA21: The teacher follows questioning with "re-teaching" or "re-presentation" to fill gaps in understanding. If so, check YES.

Notes and Comments Regarding Classroom Observation (Reference the indicator code with each comment)

II. Teacher Interview

The Teacher Interview may be conducted before or after the observation, at a time when the teacher is free to talk with you for about 15 minutes and has her teaching records and plans at hand. To keep the interview within the allotted time, the greeting must be brief, but friendly, and the questions asked and answered in a quick-paced manner. It may be helpful to begin the interview by reminding the teacher of the documents he/she was to have available. Use the script found below each of the indicator tables. If YES, check box on right hand side of the table. When finished, thank the teacher and move on.

a. Aligned, Objectives-Based Instruction and Assessment

Code	Variable	
IIIA01	Is guided by a document that aligns instruction to a standards-based curriculum	
IIA01	Uses a standards-aligned unit of instruction for each subject and grade level developed by the Instructional Team	
IIA02	Uses a unit of instruction that includes standards-based objectives and criteria for student mastery	
IIIA02	Develops a weekly lesson plan aligned with unit of instruction	
IIC01	Organizes instruction around learning activities aligned to objectives	
IIIA03&04	Uses objective-based pre-tests and post-tests	
IIB04	Individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others	
IIB05	Re-teaches based on post-test results	
IIIA05	Maintains a record of each student's mastery of specific learning objectives	
IIIA06	Tests frequently using a variety of evaluation strategies and maintains record of results	

IIIA01: *"Do you plan your lessons with guidance from a document that aligns the curriculum to state standards?"* If yes, *"please show me the document."* If shown, ask *"What links this document to your daily lessons?"* If the teacher demonstrates in his/her daily lesson plan a system that directly links instruction to the curriculum document that is aligned to standards, then check YES.

IIA01: *"Do you have standards-aligned instructional units for each subject and grade level as a resource for your lesson planning?"* If yes, *"please show me the document." "Who was responsible for developing this unit?"* If done by LEA or by team within school, then check YES.

IIA02: *"Do your instructional units include performance objectives and criteria for student mastery?"* If yes, *"please show me unit descriptions."* If the teacher has instructional units that reference specific standards-based objectives and mastery criteria, then check YES. (Note: if this is the same document shown for previous item, ascertain that it does include performance objectives and then check YES)

IIIA02: *"Are your weekly lesson plans aligned with the units of instruction?"* If yes, ask to see a plan(s) and the corresponding instructional unit. If it is clear from the documents or from the teacher's explanation that alignment is a regular consideration in weekly lesson planning, check YES.

IIC01: *"Are the learning activities in your lesson plan related to standards-based performance objectives?"* If yes, *"please provide some examples from this lesson plan."* If the teacher demonstrates in his/her lesson plan alignment of activities to performance objectives, then check YES.

IIIA03&04: *"Do you use a pre-test/post-test to determine each student's readiness for a new unit of instruction and mastery at the completion of a unit of instruction?"* If yes, ask the teacher to show you one of the pre-test/post-tests used. If the pre-test/post-test is aligned with objectives, check YES. Note that a test is not necessarily paper-pencil in early grades, but may be an oral check of each student's readiness and mastery.

IIB04: If YES to IIIA03&04, ask: *"Do you individualize instruction based on pre-test results?"* If yes, ask the teacher to show an example. If instruction is differentiated for at least three levels (support, target, enhanced), check YES.

IIB05: If YES to IIIA03&04, ask: *"Do you re-teach if the post-test results show that some students have not mastered the objectives?"* If yes, ask teacher to explain. If the teacher systematically re-teaches, check YES.

IIIA05: "Do you maintain a record of each student's mastery of specific learning objectives?" If yes, *"please show me your records."* The "file" may be a physical file system or a computer-based one. If the teacher shows that he/she maintains a record of each student's mastery of learning objectives, check YES.

> **Note:** Keeping a record of scores and grades is not the same as keeping a record of objectives mastered unless the teacher demonstrates that the scores are connected to specified objectives.

IIIA06: *"What are the ways you assess your students' mastery and how often do you assess them?"* After the teacher describes the methods, ask, *"please show me your record of the results of your classroom assessments."* Check YES if: 1) the teacher assesses students in each subject at least once each week (on average); 2) the results are recorded; 3) in the course of a grading period, the teacher uses at least two different types of assessment (test or quiz, oral

presentation, written work, completion of activity/project).

b. Classroom Management

Code	Variable	
IIIC01	Provides curriculum-related activities for students when they have completed other work or are waiting for assistance	

IIIC01: Ask *"What do students do if they have completed their assigned work when working independently or when they are waiting for help from the teacher?"* If the teacher indicates that he/she routinely provides students with curriculum-related work to do if they complete an assignment or are waiting for help, or has a procedure for students to follow in cases of completing an assignment or waiting for help, check YES.

c. Homework/Communication with Parents

Code	Variable	
IIIB06	Systematically reports to parents the student's mastery of specific objectives	

IIIB06: Ask, *"Do you report to parents how their child is doing in mastering specific objectives?"* If yes, ask to see a sample of a report that parents receive. If the report is systematically sent to parents at least once each grading period and includes indication of mastery of objectives, check YES.

d. Computer-Based Instruction (Aligned, Objectives-Based Curriculum and Assessment)

Code	Variable	
Prompt	Does teacher use computer-based instruction for the subject observed?	
IIIA40	Assesses student mastery in ways other than those provided by the computer program	

Prompt: Ask, *"Do students use computer-based instructional programs in the subject I am observing?"* Clarify that the students receive instruction through a computer program and don't use it only as a tool for word processing or similar tasks. If yes, check YES.

If "NO" to prompt, the interview is completed. If "YES", continue.

IIIA40: Ask, *"How do you record student mastery of learning objectives accomplished with the computer program?"* If the teacher explains a system either within the program itself or in his/her documentation that keeps a record of student mastery of subject objectives, check YES.

Notes and Comments Regarding Interview (Reference the indicator code with each comment)

Appendix 4-C (2)

TICO Form

<div align="center">

Teacher Interview and Classroom Observation (TICO) Instrument

Based on Indicators from the

Handbook on Restructuring and Substantial School Improvement,

Center on Innovation & Improvement

Clusters of Variables

20 minute observation and 15 minute interview

</div>

School: _____

Grade Levels of School (e.g. K-8): _____ Total Enrollment: _____

Observer: _____ Date of Observation: _____

Room Number: _____ Name of Teacher: _____

Grade Level Observed: _____ Subject Observed: _____

Begin Time: _____ AM PM   End Time: _____ AM PM

Total Time: _____ minutes

Distribution of Time Observed (Minutes):
Teacher-Directed (Whole Class): _____ Teacher-Directed (Small Group): _____
Student-Directed Groups: _____ Independent Student Work: _____
Computer-Based: _____

(If two or more instructional modes take place simultaneously, assign the time to each; the combined time of the five modes may, thus, exceed the total time of the observation. Indicate this situation in the Notes section of this form.)

I. Observation of Teaching (Y=Yes; N=N; X=no occasion for the observation)

A. Classroom Management (Y = Yes; N = No; X = no occasion for the observation)

IIIC01	When waiting for teacher assistance or finished with assignment, students are occupied with curriculum-related activities	Y N X
IIIA35	Students are engaged and on task	Y N
IIIC10	Teacher reinforces classroom rules and procedures by positively teaching them	Y N
IIIC05	Teacher uses a variety of instructional modes	Y N

B. Student-Directed Groups and/or Independent Work

The teacher . . .

IIIA31	Interacts instructionally with students (explaining, checking, giving feedback)	Y N X
IIIA32	Interacts managerially with students (reinforcing rules, procedures)	Y N X

C. Teacher-Directed: Whole-Class or Teacher-Directed Small Group

Was observer present when lesson began? ——————— YES ——————— NO

Lesson Introduction

> The teacher . . .

IIIA09	Clearly states the lesson's topic, theme, or chief objective	Y N X
IIIA11	Uses modeling, demonstration, graphic	Y N

Lesson Presentation

> The teacher . . .

IIIA13	Explains directly and thoroughly	Y N
IIIA16	Uses prompting/cueing	Y N

Teacher-Student Interaction

> The teacher . . .

IIIA26	Encourages students to check their own comprehension	Y N
IIIA21	Re-teaches following questioning	Y N

Was observer present when lesson ended? ——————YES ——————— NO

II.   Interview with Teacher (may be conducted before or after observation, when teacher is free)

> (Y = Yes; N = No)

> The teacher . . .

IIIA01	Is guided by a document that aligns instruction to a standards-based curriculum	Y N
IIA01	Uses a standards-aligned unit of instruction for each subject and grade level developed by the Instructional Team	Y N
IIA02	Uses a unit of instruction that includes standards-based objectives and criteria for Mastery	Y N
IIIA02	Develops a weekly lesson plan aligned with unit of instruction	Y N
IIC01	Organizes instruction around learning activities aligned to objectives	Y N
IIIA03/04	The teacher uses objective-based pre-tests and post-tests	Y N
IIB04	Teacher individualizes instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others	Y N
IIB05	Re-teaches based on post-test results	Y N
IIIA05	Maintains a record of each student's mastery of specific learning objectives	Y N
IIIA06	Tests frequently using a variety of evaluation strategies and maintains record of results	Y N

IIIC01	**Provides curriculum-related activities for students when they have completed other work or are waiting for assistance**	Y N
IIIB06	Systematically reports to parents the student's mastery of specific objectives	Y N
IIIA40	**If using computer-based learning, assesses student mastery in ways other than those provided by the computer program**	Y N X

(X indicates the teacher does not use computer-based learning)

Appendix 4-D

Principal Interview Form

Guidelines:

◇ The interviewer(s) will meet from 60-90 minutes, depending on the time allotted.

◇ Timelines will be strictly honored (starting and ending times).

◇ The interviewers will contain at least 2 persons.

◇ The selected interviewers should have had school experience and/or a leadership role.

◇ One person should ask questions and the other record conversation and observations.

Questions:

Standard 1

Curriculum

1. (IIIA01) Are teachers guided by a specific document that aligns standards, curriculum instruction, and assessment? If not, what is guiding them?

Probe: (IIC01) How do you support the development of units of instruction that include activities aligned to objectives?

Standard 2

Assessment and Evaluation

2. (IID08) How have instructional teams used student-learning data to assess the strengths and weaknesses of the curriculum and instructional strategies?

Probe: How have assessment data informed the development and/or progress of the School Improvement Plan?

Standard 3

Small Group Independent Work

3. (IIIA35) How is student's engagement and on-task behavior reinforced?

Classroom Management

4. (IIIC10) How do you help teachers reinforce rules and procedures by positively teaching them?

Standard 4

Comprehensive and Effective Planning

5. (ID13) What impact has the instructional team had on developing and refining units of instruction and on reviewing student learning data?

6. (IID06) How are yearly learning goals set for the school by the Leadership Team?

Probe: How is student data utilized in setting goals?

Standard 5

School Culture

7. (ID08) How does the Leadership Team serve as a conduit of communication to the faculty and staff?

8. (IE13) What opportunities do you offer for staff and parents to voice constructive critique of the school's progress and suggestions for improvement?

Standard 6

Professional Development

9. (IF03/IF04) How do you use classroom observations to inform the professional development you provide your teachers?

Probe: How does your professional development address effective teaching and classroom management?

Standard 7

Leadership

10. (IE02) How do you develop, celebrate, and reinforce the leadership capacity of others in the school?

11. (IE10) How do you celebrate individual, team, and school successes, especially related to student learning outcomes?

Standard 8

Organization Structure and Resources

12. (ID01) How does your school improvement plan address the issue of teachers working together?

Standard 9

Parent and Community Involvement

13. (IG02) How do parents receive regular communication regarding their children's progress and their role in their children's school success?

Probe: What opportunities are parents given to assist in children's home-based study and their reading/math development and habits?

Appendix 4-E

Principal Interview Notes

Standard 1

Curriculum

1. (IIIA01) Are teachers guided by a specific document that aligns standards, curriculum instruction, and assessment? If not, what is guiding them?

Probe: (IIC01) How do you support the development of units of instruction that include activities aligned to objectives?

Standard 2

Assessment and Evaluation

2. (IID08) How have instructional teams used student-learning data to assess the strengths and weaknesses of the curriculum and instructional strategies?

Probe: How have assessment data informed the development and/or progress of the School Improvement Plan?

Standard 3

Small Group Independent Work

3. (IIIA35) How is student's engagement and on-task behavior reinforced?

Classroom Management

4. (IIIC10) How do you help teachers reinforce rules and procedures by positively teaching them?

Standard 4

Comprehensive and Effective Planning

5. (ID13) What impact has the instructional team had on developing and refining units of instruction and on reviewing student learning data?

6. (IID06) How are yearly learning goals set for the school by the Leadership Team?

Probe: How is student data utilized in setting goals?

Standard 5

School Culture

7. (ID08) How does the Leadership Team serve as a conduit of communication to the faculty and staff?

8. (IE13) What opportunities do you offer for staff and parents to voice constructive critique of the school's progress and suggestions for improvement?

Standard 6

Professional Development

9. (IF03/IF04) How do you use classroom observations to inform the professional development you provide your teachers?

Probe: How does your professional development address effective teaching and classroom management?

Standard 7

Leadership

10. (IE02) How do you develop, celebrate, and reinforce the leadership capacity of others in the school?

11. (IE10) How do you celebrate individual, team, and school successes, especially related to student learning outcomes?

Standard 8

Organization Structure and Resources

12. (ID01) How does your school improvement plan address the issue of teachers working together?

Standard 9

Parent and Community Involvement

13. (IG02) How do parents receive regular communication regarding their children's progress and their role in their children's school success?

Probe: What opportunities are parents given to assist in children's home-based study and their reading/math development and habits?

Appendix 4-F

Instructional Staff Focus Group Questions

Guidelines:

- ◇ The group will meet for 60 minutes.
- ◇ Timeframes will be strictly honored (starting and ending times).
- ◇ Time should be budgeted to allow for answering all questions.
- ◇ The group will contain no more than 8 and no fewer 5 members who have instructional responsibilities including paraprofessional staff.
- ◇ The selection of group members (random or intentional) needs to be documented in the data analysis.
- ◇ The group composition should be representative of the school.
- ◇ Two evaluators conduct the group: one to ask questions, the other to record the conversation and observations of the group and to act as timekeeper.

Questions

1. **Standard 1**: What documents guide your planning and instruction? Please identify them and describe them.

2. **Standard 2**:

    a. What types of evaluation practices are used at this school to assess students learning?

    b. How is this information used?

3. **Standard 3 and 4**: What processes and practices are in place to evaluate and promote the quality of classroom practice?

Prompt: Look at what the administration has put in place to support your classroom practice and what effect that has had on your students.

4. **Standard 6**:

    a. What professional development activities (workshops, coaching, mentoring, learning communities, action research, etc.) have you participated in this year?

    b. What impact have they had on student learning and how you provide instruction?

5. **Standard 7**: How does your principal demonstrate support for teaching and learning?

Prompt: Give examples of how your principal supports instructional improvement.

6. **Standard 5 & 9**: How does leadership in the school communicate with staff and parents? How often?

7.

Appendix 4-G

Instructional Staff Focus Group Notes

Standard 1

1a. What documents guide your planning and instruction?

1b. Please identify them and describe them.

Standard 2

   2a. What types of evaluation practices are used at this school to assess student learning?

   2b. How is this information used?

Standards 3 and 4

3. What processes and practices are in place to evaluate and promote the quality of class-room practice?

Prompt: Look at what the administration has put in place to support your classroom practice and what effect that has had on your students.

Standard 6

4a. What professional development activities (workshop, coaching, mentoring, learning communities, action research, etc.) have you participated in this year?

4b. What impact have they had on how you provide instruction and student learning?

Standard 7

5. How does your principal demonstrate support for teaching and learning?

Prompt: Give examples of how your principal supports instructional improvement.

Standards 5 and 9

6a. How does leadership in the school communicate with staff and parents?

6b. How often?

Appendix 4-H

Non-Instructional Staff Focus Group Questions

Guidelines:

◇ The group will meet for 60 minutes.

◇ The group can include: dean of students, guidance counselor, school nurse, secretaries, security staff, food services staff, building service staff, technical support staff, and other non-teaching staff.

◇ Timeframes will be strictly honored (starting and ending times).

◇ Time should be budgeted to allow for answering all questions.

◇ The group will contain no more than 8 and no fewer than 5 members.

◇ The selection of group members (random or intentional) needs to be documented in the data analysis.

◇ The group composition should be representative of non-teaching staff in the school (e.g. school nurse, secretaries, building services personnel, parent outreach staff).

◇ Two evaluators conduct the group: one to ask questions, the other to record the conversation and observations of the group, and to act as timekeeper.

Questions

1. **Standard 4** (IID06, ID08) How are you made aware of the yearly learning goals set for the school?

2. **Standard 5** (IE13) What opportunities are you given to voice constructive comments about the school's progress and offer suggestions for improvement?

3. **Standard** 6 (IF08) How are you involved in professional development for the whole school staff?

4. **Standard 7** (IE01) How does the principal make sure that everyone understands the school's goals and her/his role in meeting these goals?

5. **Standard 7** (IE10) How does the principal celebrate individual, team, and school successes?

6. **Standard 9** (IG02, IG06, IG09) How does the school staff communicate regularly with parents and community?

7.

Appendix 4-I

Non-Instructional Staff Focus Group Notes

Standard 4

1. How are you made aware of the yearly learning goals set for the school?

Standard 5

2. What opportunities are you given to voice constructive comments about the school's progress and offer suggestions for improvement?

Standard 6

    3. How are you involved in professional development for the whole school staff?

Standard 7

    4. How does the principal make sure that everyone understands the school's goals and her/his role in meeting these goals?

Standard 7

5. How does the principal celebrate individual, team, and school successes?

Standard 9

6. How does the school staff communicate regularly with parents and community?

Appendix 4-J

Parent Focus Group

Guidelines:

◇ The group will meet for 60 minutes.

◇ Timeframes will be strictly honored (starting and ending times).

◇ The group will contain no more than 8 and no fewer 5 members.

◇ The selection of group members (random or intentional) needs to be documented in the data analysis.

◇ The group composition should be representative of the student population of the school.

◇ Two evaluators conduct the group: one to ask questions, the other to record conversation and observations of the group and be a timekeeper.

Questions:

1. **Standard 5** (IE13) How often does the principal at this school give you opportunities to voice your opinion and provide suggestions about the school's progress?

2. **Standard 7** (IE01) How does the principal inform parents about the school's mission and goals?

3. **Standard 7** (IE10) Does the principal at this school celebrate the school's successes? If so, how?

4. **Standard 9** (IG02) What kinds of communications do you receive from this school about ways to help your child succeed in school?

5. **Standard 9** (IG06) What kinds of practical guidance do you receive from this school to encourage your child's regular reading habits at home?

6. **Standard 9** (IG09) What opportunities are you given to meet with your child's teachers to discuss your child's progress?

Appendix 4-K

Parent Focus Group Notes

Standard 5

1. (IE13) How often does the principal at this school give you opportunities to voice your opinion and provide suggestions about the school's progress?

Standard 7

2. (IE01) How does the principal inform parents about the school's mission and goals?

Standard 7

3. (IE10) Does the principal at this school celebrate the school's successes? If so, how?

Standard 9

4. (IG02) What kinds of communications do you receive from this school about ways to help your child succeed in school?

Standard 9

5. (IG06) What kinds of practical guidance do you receive from this school to encourage your child's regular reading habits at home?

Standard 9

6. (IG09) What opportunities are you given to meet with your child's teachers to discuss your child's progress?

Appendix 4-L

Leadership Team Focus Group

Guidelines:

◇ The group will meet for 60 minutes.

◇ Timeframes will be strictly honored (starting and ending times).

◇ The group will contain no more than 8 and no fewer 5 members.

◇ Two evaluators conduct the group: one to ask questions, the other to record conversation and observations of the group and be a timekeeper.

Questions:

1. **Standard 2** (IID08) In what ways are the strengths and weaknesses of instructional strategies assessed by the instructional team?

2. **Standard 3** (IID09, IID10, IID11) What process is used to identify and support students in need of intervention?

3. **Standard 4** (IID06) How are yearly learning goals set for the school?

4. **Standard 5** (IDo8):

   a. How does the Leadership Team function within the school?

   b. How does it communicate with faculty and staff?

5. **Standard 6** (IF01, IF02) What information/data does the Leadership Team use to plan professional development?

6. **Standard 7** (IE02) How does the principal develop the leadership capacity of the Leadership Team members?

7. **Standard 1** (IIA01) What process does the instructional team follow to develop Standards aligned units of instruction?

Appendix 4-M

Leadership Team Focus Group Notes

Standard 2

1. (IID08) In what ways are the strengths and weaknesses of the curriculum and instructional strategies assessed by the instructional team?

Standard 3

2. (IID09, IID10, IID11) What process is used to identify and support students in need of intervention?

Standard 4

   3. (IID06) How are yearly learning goals set for the school?

Standard 5

   4. (ID08):

      a. How does the Leadership Team function within the school?

      b. How does it communicate with faculty and staff?

Standard 6

5. (IF01, IF02) What information/data does the Leadership team use to plan professional development?

Standard 7

6. (IE02) How does the principal develop the leadership capacity of the Leadership Team members?

Standard 1

7. (IIA01) What process does the instructional team follow to develop Standards aligned units of instruction?

Appendix 4-N

List of Requested Documents for Document Review

Note: Schools should be provided this list in advance and asked to have these documents ready on-site on Day 1 of the review.

◇ AYP Data
◇ Content and Performance Standards
◇ Course Syllabi
◇ Faculty Meeting Agendas
◇ Individualized Learning Plans
◇ Instructional Team Meeting Schedules, Agendas, and Notes
◇ Instructional Units
◇ Pacing Guides
◇ Principal's Calendar
◇ Professional Development Plan, Schedule, and Session Agendas
◇ Sample of newsletters and other communications to external and internal audiences
◇ School Community Council Mission Statement and Membership List
◇ School Events Calendar
◇ School Improvement Plan
◇ Teacher Handbook

Appendix 4-O

Document Review Checklist

Note: The set of documents in Column 1 listed under each of the nine standards is to be examined in order to complete the checklist for each indicator under that standard. If evidence is noted, check the "Yes" box and also indicate the document(s) containing the evidence to assist in report preparation. Twenty-one (21) indicators will be evaluated, in part, on the basis of document review.

Standard 1: Curriculum			
Document Set	**Relevant Indicators**	**Yes (evidence of indicator noted)**	**No (evidence of indicator not noted)**
School Improvement Plan, Instructional units, content and performance standards, pacing guides, Instructional Team meeting notes	IIA01 Instructional teams develop standards-aligned units of instruction for each subject & grade level		
	IIA02 Units of instruction include standards-based objectives and criteria for mastery		
	IIC01 Units of instruction include specific learning activities aligned to objectives		
	IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment		

Standard 2: Assessment and Evaluation			
Document Set	**Relevant Indicators**	**Yes (evidence of indicator noted)**	**No (evidence of indicator not noted)**
Instructional Team meeting agendas and notes, School Improvement Plan, AYP data	IID08 Instructional Teams use student-learning data to assess strengths and weaknesses of the curriculum and instructional strategies		

Standard 3: Instruction			
Document Set	**Relevant Indicators**	**Yes (evidence of indicator noted)**	**No (evidence of indicator not noted)**
Course syllabi, Instructional Team meeting agendas and notes, School Improvement Plan, individualized learning plans	IID09 Instructional Teams use student-learning data to plan instruction		
	IID10 Instructional Teams use student-learning data to identify students in need of instructional support or enhancements		
	IID11 Instructional Teams review the results of unit pre/post-test 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 their early mastery of objectives)		

Standard 4: Comprehensive & Effective Planning			
Document Set	**Relevant Indicators**	**Yes (evidence of indicator noted)**	**No (evidence of indicator not noted)**
School Improvement Plan, Instructional Team meeting schedules and notes, AYP data	ID13 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		
	IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student-learning data		

Standard 5: School Culture			
Document Set	**Relevant Indicators**	**Yes (evidence of indicator noted)**	**No (evidence of indicator not noted)**
Newsletters and other communications to external and internal audiences, School events calendar	ID08 The Leadership Team serves as a conduit of communication to the faculty and staff		
	IE13 Principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement		

Standard 6: Professional Development			
Document Set	**Relevant Indicators**	**Yes (evidence of indicator noted)**	**No (evidence of indicator not noted)**
Professional Development Plan (for school), Professional Development session agendas	IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management		
	IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching		
	IF10 The principal plans opportunities for teachers to share their strengths with other teachers		

Standard 7: Leadership			
Document Set	**Relevant Indicators**	**Yes (evidence of indicator noted)**	**No (evidence of indicator not noted)**
Principal's calendar, Faculty Meeting agendas, Newsletters and other communications to external and internal audiences, School events calendar	IE07 Principal monitors curriculum and classroom instruction regularly		
	IE10 Principal celebrates individual, team, and school successes, especially related to student learning outcomes		

Standard 8: Organization Structure & Resources			
Document Set	**Relevant Indicators**	**Yes (evidence of indicator noted)**	**No (evidence of indicator not noted)**
School Improvement Plan	ID1 A team structure is officially incorporated into the school improvement plan and school governance policy		

Standard 9: Parent & Community Involvement			
Document Set	**Relevant Indicators**	**Yes (evidence of indicator noted)**	**No (evidence of indicator not noted)**
School Community Council mission statement and membership list, Teacher Handbook, Parent Newsletters	ID14 A School Community Council consisting of the principal, parent facilitator, social worker or counselor, and parents oversees family-school relationships and the curriculum of the home		
	ID15 A majority of the members of the School Community Council are parents of currently enrolled students and are not also employees of the school		
	IG09 Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits		

Appendix 4-P

Instructional Staff Survey

Introduction:

Greetings,

Your participation is required and essential for conducting a review process to gather data that will be used to identify resources and strategies to enhance and increase the effectiveness of delivering services to students and parents in your school.

Your responses will be anonymous. They will not be identified or reported individually. All data will be summarized to provide a snapshot of your school.

By clicking "yes" at the end of this page, you will be attaching your electronic signature and agreeing to participate in the needs assessment.

_____Yes, proceed to survey

_____No

Thank you for taking the time to participate.

About You

1. Grade Level Responsibility

   a. PreK-2

   b. 3-5

   c. 6-8

   d. 9-12

   e. Multiple grades

2. Area of Instruction (You may circle more than one.)

   a. Career/Tech Ed

   b. Computer Science

   c. ELL/ESL

   d. English Language Arts

   e. Fine Arts

   f. Foreign Language

   g. General Elementary Education

   h. Gifted and Talented

   i. Math

   j. Media specialist

   k. PE

   l. Reading/Literacy

   m. Science

   n. Social Studies/History

   o. SPED

   p. Speech Pathologist

   q. Other (specify): _____

3. How many years have you been teaching?

4. How many years have you been teaching at this school?

5. List all your teaching degrees and credentials (MA, advanced teaching certificate, national board certification).

Curriculum

1. IIIA01 The school uses the standards-based curriculum that is provided by the District.

2. IIA01 There is vertical alignment of the curriculum across grade levels.

3. IIA01 There is horizontal alignment of the curriculum at all grade levels.

4. IIC01 Units of instruction that include specific activities aligned to standards-based objectives are used in every classroom.

Assessment and Evaluation

1. IID08 Teachers use assessment to plan instruction.
2. IIIA06 Teachers use both formative and summative assessments.
3. IIIA06 Teachers evaluate students based on multiple forms of assessments.
4. IIIA05 Teachers maintain accurate records of each student's academic performance.

Instruction

1. IID11 Teachers in my school take responsibility for student achievement.
2. IIIA32 Teachers in my school manage classroom time effectively.
3. IIB04 Teachers in my school provide meaningful instructional activities based on pre-test results.
4. IIIA02 Instructional activities are aligned with the standards and curriculum.
5. IIB04 Teachers in my school differentiate instruction based on pre-test results to meet the needs of all students.
6. IIB05 Teachers in my school re-teach concepts when necessary.
7. IIIA02 Academic concepts are taught in an integrated manner.
8. IIIA35 Teachers engage students in classroom instruction.
9. IID09 Teachers in my school pace instruction to meet the needs of all students.
10. IID11 Teachers in my school provide flexible groupings for instruction.
11. IIIA02 Literacy is part of all classroom instruction.
12. IIIC05 Teachers in my school use a variety of modalities during instruction.
13. IIIC05 Teachers in my school use a variety of instructional methods during a class period (teacher-centered, constructivist, etc.)
14. ID09 Teachers in my school use student learning data to plan instruction.

Comprehensive and Effective Planning

1. ID13 All teachers use daily written lesson plans to guide instruction.
2. ID13 Grade level teams plan for units of instruction.
3. ID13 Teachers in my school consult with specialists to plan for students in order to plan more effectively for their students with special needs.

School Culture

1. ID08 The school has a leadership team that communicates information such as the vision, mission, and goals of the school to faculty and parents.
2. IE13 The school has a plan for instructional improvement that was developed with input from staff and parents.
3. IE13 The entire school community assesses the effectiveness of its plan for instructional improvement.

Professional Development

1. IF01 & IF02 Professional development is data-driven.
2. IF03 & IF04 There are opportunities for being coached and mentored in the school.

3. IF06 Professional development is job-embedded and ongoing.

4. IF03 & IF04 Teachers are given the opportunity to observe other teachers in order to plan more effectively for their students.

5. IF10 Teachers are given the opportunity to give each other feedback in order to plan more effectively for their students.

Leadership

1. IE01 School leaders communicate a clear vision for the school.

2. IE06 School leaders use data-driven decision making.

3. IE01 School leaders let staff know what is expected of them.

4. IE01Schools leaders encourage collaboration among staff.

5. IE07 School leaders are knowledgeable about standards, curriculum, instruction, and assessment.

6. IE07 School leaders give meaningful instructional feedback to staff.

7. IE10 School leaders celebrate successes specially related to student learning.

8. IE06 School leaders provide teachers with necessary instructional materials to perform their duties.

9. IE02 School leaders encourage teachers to engage in shared school leadership.

10. IE07 School leaders are a presence in classrooms.

11. IE07 School leaders are a presence throughout the school building.

Parent and Community Involvement

1. IG02 School leaders communicate with parents about their child's progress.

2. IG02 School community council communicates with parents and the community about school progress.

3. ID14 School leaders initiate parent outreach activities.

4. ID14 Parents are encouraged to help within the school.

5. IG09 Teachers communicate with parents on an ongoing basis.

6. ID14 Parents are involved in school decision-making process.

7. IG06 Home education enrichment education opportunities are offered to parents.

Appendix 4-Q

Talking Points for Team Leader Exit Interview with Principal

Appendix 4-R

  Note to Teachers Participating in TICO
(Place in mailbox before school day begins)

Thank you for welcoming me into your classroom today!

To complete our observation, we are scheduled to meet today in
room # _____ at _____ o'clock for a short interview (no more than 15 minutes).
Please be prepared to share the following documents with me.

    a) Lesson plans (past and current);

    b) any related unit plans and curricular content standards;

    c) records of your students' performance;

    d) samples of the assessments you use in the classroom; and

    e) written communications to parents that you may have on file (e.g. parent newsletters, progress reports, etc...).

Thank you again for your time and cooperation!

_____, Review Team Member

Thank you for welcoming me into your classroom today!

To complete our observation, we are scheduled to meet today in
room # _____ at _____ o'clock for a short interview (no more than 15 minutes).
Please be prepared to share the following documents with me.

    a) Lesson plans (past and current);

    b) any related unit plans and curricular content standards;

    c) records of your students' performance;

    d) samples of the assessments you use in the classroom; and

    e) written communications to parents that you may have on file (e.g. parent newsletters, progress reports, etc...).

Thank you again for your time and cooperation!

_____, Review Team Member

Section 5. Preparing and Transmitting the POP Review Report

The SEA, the POP Review team leader and team are all involved in preparing the POP Review Report. To assist the team in preparing the report, the SEA arranges for workspace and equipment. The SEA also provides editorial and other support services needed for report preparation.

The team leader is responsible for managing the activities related to data analysis and report preparation, and serves as liaison to the SEA regarding this work.   It is the team leader's responsibility to schedule and monitor a timeline to complete this phase of the POP Review; to this end the team leader schedules and conducts team meetings to review on-site data and determine the nature of findings and recommendations to be included in the report. The team leader makes appropriate assignments to team members. Finally, the team leader, personally or through delegation, assures that the POP Review report reflects high standards for analysis and writing.

The team members are responsible for participating in all team meetings, completing all assigned tasks, and providing feedback on the POP Review report if requested.

Holding a post-site visit team meeting

Within two or three days following the on-site visit, the team should hold a one or two day meeting to examine all POP Review data and determine the report content. This meeting should be scheduled during the planning process (Section 2). It is critical for all team members to participate. Prior to the meeting, note takers for interview/focus group activi-

ties should complete their transcription and coding activities (Section 3). The team leader has all copies of TICO forms and Document Review checklists, as well as summary data resulting from the on-line survey. A suggested agenda for the meeting is included in Appendix 5-H.

Compiling and analyzing data

The first task is to compile the TICO summary data. Data from the TICO summary sheet for each teacher (Appendix) is entered into the TICO Data Compiler (Appendix 5-B) and totaled. These data provide information, based on the observations and interviews conducted, on the extent to which teachers' preparation and instruction reflect POP Review indicators. If there are sufficient numbers of teachers involved (i.e., at least three) the team may consider disaggregating the TICO data by grade level (or cluster i.e., grades 1-3) and/or by subject area (i.e., reading). TICO data are to be reported by the percentage of teachers whose practices reflect indicators. Appendix 5-C displays examples of how TICO data may be reported for selected individual indicators.

The analysis task brings together all data sources aligned with the indicators (note: there will be instances where the nature of the data sources requires alignment at the standard level instead). A data analysis tool is included in Appendix 5-C. This tool is an adaptation of the Patterns of Practice Matrix that lays out the set of review indicators organized within the nine standards. The analysis tool is structured to permit the team to attribute on-site review data, by source, to individual indicators. Working through this tool provides an opportunity for the team to capture what was heard and seen on-site.

Quantitative data includes the TICO information (reported as the percentage of teachers whose practices reflect the indicators) and the results of the on-line survey (reported as the number or percentage of respondents agreeing with an item). Qualitative data includes the results of the document reviews as well as the interview and focus group notes. TICO data and document review results need to be weighted more heavily in the team's analysis process than school personnel's perceptions and/or opinions.

By completing the data analysis tool the team can determine the extent to which the school's practices reflect the indicators. The team is encouraged to reach consensus on each indicator based on the available evidence. This process requires the team to consider the weight of evidence. It may be helpful for the team to ask itself, in ambiguous cases, whether there is enough evidence to discern that "it is raining" (with regard to an indicator). This means that there is a strong enough data-based case supporting the presence of the indicator in the school.

How do we tell if it is raining? If we are indoors and see dark clouds, this might be a clue. Observing people walking with raised umbrellas or cars passing with windshield wipers in motion would increase our belief that it is raining. Seeing puddles might provide stronger evidence. But we'd

have the most confidence if we personally could actually feel the rain. This is the standard teams must try to apply in the analysis activity.

Writing the report and transmitting it to the SEA

A suggested outline for the POP Review report is included in Appendix 5-G. The team leader oversees the writing of the report and, after reviewing its content, transmits the report to the SEA. If the SEA recommends changes to the report, the team leader arranges for the changes to be made. Once the SEA has accepted the POP Review report, the POP Review process is completed.

It is recommended that the review team structure the report around the nine standards. The report's Introduction would briefly describe the purpose of the review, how it was conducted, and who participated. It should also acknowledge the cooperation of the school staff. Finally, it should indicate the scope of the review (e.g., number of online survey respondents, number of teachers observed and interviewed, number of persons involved in focus group conversations, and identification of documents reviewed). The Highlights section is an opportunity to emphasize a small number of important findings (and recommendations) and/or strengths identified within the course of the POP review.

For each standard, the report will reflect the results of the team's analysis of the data. Although the recommendations are written for the school's consideration, they are also designed to inform LEA and SEA assistance services. A copy of the Indicator Framework (Appendix 1-A) should be included in the report.

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APPENDICES

Section 5. Preparing and Transmitting the Review Report
- ◇ 5-A Preparing the Review Report Timeline
- ◇ 5-B TICO Data Compiler
- ◇ 5-C Reporting TICO Data
- ◇ 5-D Sample of Data Summary from Survey Monkey (for on-line survey)
- ◇ 5-E POP Analysis Matrix Tool
- ◇ 5-F Instructions for constructing analysis worksheet on which to compile data from all sources by indicator
- ◇ 5-G POP Review Report Outline

Appendix 5-A

Preparing the Review Report Timeline

ACTIVITY	COMPLETION DATE
Team meets to review data	**1 week** after on-site
Team prepares report	**2 weeks** after on-site
Team leader transmits report to the SEA	**3 weeks** after on-site
SEA accepts final report	TBD

Appendix 5-B

TICO Data Compiler

TICO Data Sheet	Teacher Name	Teacher Name	Teacher Name	Teacher Name	Teacher Name	Teacher Name	Teacher Name	Teacher Name
Observation								
IIIC01								
IIIA35								
IIIC10								
IIIC05								
IIIA31								
IIIA32								
IIIA09								
IIIA11								
IIIA13								
IIIA16								
IIIA26								
IIIA21								
Interview								
IIIA01								
IIA01								
IIA02								
IIIA02								
IIC01								
IIIA03 & IIIA04								
IIB04								
IIB05								
IIIA05								
IIIA06								
IIIC01								
IIIB06								
IIIA40								

Note: Enter 1 for yes. The last column provides total for each row. Complete column for each teacher.

Note: Excel worksheet may be prepared for all teachers or for groups of teachers (e.g., by grade level or subject area)

Appendix 5-C

Reporting TICO Data

Teacher Interview and Classroom Observation Instrument (TICO)
Tally Sheet

Data are reported as the percentage of teachers whose practice reflects an indicator. Data may be disaggregated by grade level and/or subject area. Here are examples of tabulation and statement of finding. This would be done for each indicator as part of POP data analysis task.

School: _____

Date of Review: _____

TICO Observation

Indicator: IIIC01

When waiting for teacher assistance or finished with assignment, students are occupied with curriculum-related activities.(exclude in # of Teachers Observed any teacher marked as no occasion for the observation)

Grade Level	# of Teachers Observed (Column A)	# of Indicators Observed (Column B)	% of Indicators Observed (B / A)
Whole School	8	4	4/8 = 50%

Fifty percent of observed teachers' classrooms exhibited behavior reflecting this indicator.

Indicator: IIIA35

Students are engaged and on task.

Grade 4 Classes	# of Teachers Observed (Column A)	# of Indicators Observed (Column B)	% of Indicators Observed (B / A)
	3	3	3/3 = 100%

All of the Grade 4 Classes observed had evidence of this indicator.

Indicator: IIIC05

Teacher uses a variety of instructional modes.

Math Classes	# of Teachers Observed (Column A)	# of Indicators Observed (Column B)	% of Indicators Observed (B / A)
	4	1	1/4 = 25%

This indicator was observed in 25% of the math classes observed

TICO Interview

Indicator: IIA02

Uses a unit of instruction that includes standards-based objectives and criteria for mastery.

Whole School	# of Teachers (Column A)	# of Indicators (Column B)	% of Indicators (B / A)
	10	7	7/10 = 70%

Seventy percent of teachers interviewed had evidence of this indicator.

Indicator: IIIA03/04

 Teacher uses objective-based pre-tests and post-tests.

Reading	# of Teachers (Column A)	# of Indicators (Column B)	% of Indicators (B / A)
	8	7	7/8 = 87.5%

87.5% of the teachers interviewed regarding reading instruction documented the use of pre-tests and post-tests.

Indicator: IIIC01

Provides curriculum-related activities for students when they have completed other work or are waiting for assistance.

Grade 3	# of Teachers (Column A)	# of Indicators (Column B)	% of Indicators (B / A)
	4	1	1/4 = 25%

Twenty-five percent of Grade 3 teachers interviewed indicated they provided such activities.

Appendix 5-D

Sample of Data Summary from Instruction Staff Online Survey

OSSE Instructional Staff Survey 1

1. Greetings, Your participation is required and essential for conducting an OSSE monitoring process for schools in need of improvement. The purpose of this process is to gather data that will be used to identify resources and strategies to enhance and increase the effectiveness of delivering services to students and parents in your school. Your responses will be anonymous. They will not be identified or reported individually. All data will be summarized to provide a snapshot of your school. By clicking yes at the end of this page, you will be attaching your electronic signature and agreeing to participate in the needs assessment.

	Response Percent	Response Count
Yes, Proceed to Survey	92.3%	12
No	7.7%	1
answered question		13
skipped question		0

2. Grade Level Responsibility: (check all that apply)

	Response Percent	Response Count
PreK-2	22.2%	2
3-5	44.4%	4
6-8	22.2%	2
9-12	22.2%	2
Multiple grades	33.3%	3
answered question		9
skipped question		4

3. Area of Instruction (You may choose more than one.):

	Response Percent	Response Count
Career/Tech Ed	0.0%	0
Computer Science	11.1%	1
ELL/ESL	0.0%	0
English Language Arts	22.2%	2
Fine Arts	0.0%	0
Foreign Language	0.0%	0
General Elementary Education	**33.3%**	3
Gifted and Talented	0.0%	0
Math	11.1%	1
Media Specialist	11.1%	1
PE	0.0%	0
Reading/Literacy	11.1%	1
Science	0.0%	0
Social Studies/History	0.0%	0
SPED	11.1%	1
Speech Pathologist	0.0%	0
Other (specify)	11.1%	1
answered question		9
skipped question		4

4. How many years have you been teaching?		Response Count
		9
	answered question	9
	skipped question	4

5. How many years have you been teaching at this school?		Response Count
		9
	answered question	9
	skipped question	4

6. List all your teaching degrees and credentials (MA, advanced teaching certificate, national board certification)		Response Count
		9
	answered question	9
	skipped question	4

7. Please select the response option that most accurately reflects your opinion. One is to a great extent, 2 is to a moderate extent, 3 is to a small extent, 4 is not at all and 5 is not applicable.

	To a great extent	To a moderate extent	To a small extent	Not at all	N/A	Rating Average	Response Count
1) IIA01 The school uses the standards-based curriculum that is provided by the District	62.5% (5)	25.0% (2)	0.0% (0)	0.0% (0)	12.5% (1)	1.29	8
2) IIA01 There is vertical alignment of the curriculum across grade levels.	50.0% (4)	37.5% (3)	0.0% (0)	0.0% (0)	12.5% (1)	1.43	8
3) IIA01 There is horizontal alignment of the curriculum at all grade levels.	50.0% (4)	37.5% (3)	0.0% (0)	0.0% (0)	12.5% (1)	1.43	8
4) IIC01 Units of instruction that include specific activities aligned to standards-based objectives are used in every classroom.	50.0% (4)	37.5% (3)	0.0% (0)	0.0% (0)	12.5% (1)	1.43	8
					answered question		8
					skipped question		5

8. Please select the response option that most accurately reflects your opinion. One is to a great extent, 2 is to a moderate extent, 3 is to a small extent, 4 is not at all and 5 is not applicable.

	To a great extent	To a moderate extent	To a small extent	Not at all	N/A	Rating Average	Response Count
1) IID08 Teachers use assessment to plan instruction.	37.5% (3)	25.0% (2)	25.0% (2)	0.0% (0)	12.5% (1)	1.86	8
2) IIIA06 Teachers use both formative and summative assessments.	25.0% (2)	37.5% (3)	25.0% (2)	0.0% (0)	12.5% (1)	2.00	8
3) IIIA06 Teachers evaluate students based on multiple forms of assessments	25.0% (2)	25.0% (2)	25.0% (2)	12.5% (1)	12.5% (1)	2.29	8
4) IIIA05 Teachers maintain accurate records of each student's academic performance.	37.5% (3)	50.0% (4)	0.0% (0)	0.0% (0)	12.5% (1)	1.57	8
					answered question		8
					skipped question		5

9. Please select the response option that most accurately reflects your opinion. One is to a great extent, 2 is to a moderate extent, 3 is to a small extent, 4 is not at all and 5 is not applicable.

	To a great extent	To a moderate extent	To a small extent	Not at all	N/A	Rating Average	Response Count
1) IID11 Teachers in my school take responsibility for student achievement	37.5% (3)	50.0% (4)	0.0% (0)	0.0% (0)	12.5% (1)	1.57	8
2) IIIA32 Teachers in my school manage classroom time effectively.	37.5% (3)	50.0% (4)	0.0% (0)	0.0% (0)	12.5% (1)	1.57	8
3) IIB04 Teachers in my school provide meaningful instructional activities based on pre-test results.	25.0% (2)	50.0% (4)	12.5% (1)	0.0% (0)	12.5% (1)	1.86	8
4) IIIA02 Instructional activities are aligned with the standards and curriculum.	25.0% (2)	62.5% (5)	0.0% (0)	0.0% (0)	12.5% (1)	1.71	8
5) IIB04 Teachers in my school differentiate instruction based on pre-test results to meet the needs of all students.	12.5% (1)	62.5% (5)	0.0% (0)	12.5% (1)	12.5% (1)	2.14	8
6) IIB05 Teachers in my school re-teach concepts when necessary.	25.0% (2)	37.5% (3)	25.0% (2)	0.0% (0)	12.5% (1)	2.00	8
7) IIIA02 Academic concepts are taught in an integrated manner.	25.0% (2)	50.0% (4)	12.5% (1)	0.0% (0)	12.5% (1)	1.86	8
8) IIIA35 Teachers engage students in classroom instruction.	37.5% (3)	37.5% (3)	12.5% (1)	0.0% (0)	12.5% (1)	1.71	8
9) IID09 Teachers in my school pace instruction to meet the needs of all students.	37.5% (3)	50.0% (4)	0.0% (0)	0.0% (0)	12.5% (1)	1.57	8
10) IID11 Teachers in my school provide flexible groupings for instruction.	12.5% (1)	62.5% (5)	12.5% (1)	0.0% (0)	12.5% (1)	2.00	8
11) IIIA02 Literacy is part of all classroom instruction.	25.0% (2)	62.5% (5)	0.0% (0)	0.0% (0)	12.5% (1)	1.71	8
12) IIC05 Teachers in my school							

	To a great extent	To a moderate extent	To a small extent	Not at all	N/A	Rating Average	Response Count
use a variety of modalities during instruction.	25.0% (2)	62.5% (5)	0.0% (0)	0.0% (0)	12.5% (1)	1.71	8
13) IIIC05 Teachers in my school use a variety of instructional methods during a class period (teacher-centered, constructivist, etc.)	25.0% (2)	50.0% (4)	12.5% (1)	0.0% (0)	12.5% (1)	1.86	8
14) IID09 Teachers in my school use student learning data to plan instruction.	12.5% (1)	50.0% (4)	12.5% (1)	12.5% (1)	12.5% (1)	2.29	8
					answered question		8
					skipped question		5

10. Please select the response option that most accurately reflects your opinion. One is to a great extent, 2 is to a moderate extent, 3 is to a small extent, 4 is not at all and 5 is not applicable.

	To a great extent	To a moderate extent	To a small extent	Not at all	N/A	Rating Average	Response Count
1) ID13 All teachers use daily written lesson plans to guide instruction.	25.0% (2)	50.0% (4)	12.5% (1)	0.0% (0)	12.5% (1)	1.86	8
2) ID13 Grade level teams plan for units of instruction.	37.5% (3)	37.5% (3)	12.5% (1)	0.0% (0)	12.5% (1)	1.71	8
3) ID13 Teachers in my school consult with specialists to plan for students in order to plan more effectively for their students with special needs.	12.5% (1)	50.0% (4)	12.5% (1)	0.0% (0)	25.0% (2)	2.00	8
					answered question		8
					skipped question		5

11. Please select the response option that most accurately reflects your opinion. One is to a great extent, 2 is to a moderate extent, 3 is to a small extent, 4 is not at all and 5 is not applicable.

	To a great extent	To a moderate extent	To a small extent	Not at all	N/A	Rating Average	Response Count
1) ID08 The school has a leadership team that communicates information such as the vision, mission and goals of the school to faculty and parents.	25.0% (2)	50.0% (4)	0.0% (0)	12.5% (1)	12.5% (1)	2.00	8
2) IE13 The school has a plan for instructional improvement that was developed with input from staff and parents.	12.5% (1)	50.0% (4)	12.5% (1)	12.5% (1)	12.5% (1)	2.29	8
3) IE13 The entire school community assesses the effectiveness of its plan for instructional improvement.	25.0% (2)	37.5% (3)	12.5% (1)	12.5% (1)	12.5% (1)	2.14	8
					answered question		8
					skipped question		5

12. Please select the response option that most accurately reflects your opinion. One is to a great extent, 2 is to a moderate extent, 3 is to a small extent, 4 is not at all and 5 is not applicable.

	To a great extent	To a moderate extent	To a small extent	Not at all	N/A	Rating Average	Response Count
1) IF01 & IF02 Professional development is data driven.	12.5% (1)	37.5% (3)	37.5% (3)	12.5% (1)	0.0% (0)	2.50	8
2) IF03 & IF04 There are opportunities for being coached and mentored in the school.	25.0% (2)	50.0% (4)	25.0% (2)	0.0% (0)	0.0% (0)	2.00	8
3) IF06 Professional development is job-embedded and ongoing.	25.0% (2)	37.5% (3)	37.5% (3)	0.0% (0)	0.0% (0)	2.13	8
4) IF03 & IF04 Teachers are given the opportunity to observe other teachers in order to plan more effectively for their students.	12.5% (1)	37.5% (3)	37.5% (3)	12.5% (1)	0.0% (0)	2.50	8
5) IF10 Teachers are given the opportunity to give each other feedback in order to plan more effectively for their students.	25.0% (2)	25.0% (2)	37.5% (3)	12.5% (1)	0.0% (0)	2.38	8
					answered question		8
					skipped question		5

13. Please select the response option that most accurately reflects your opinion. One is to a great extent, 2 is to a moderate extent, 3 is to a small extent, 4 is not at all and 5 is not applicable.

	To a great extent	To a moderate extent	To a small extent	Not at all	N/A	Rating Average	Response Count
1) IE01 School leaders communicate a clear vision for the school.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
2) IE06 School leaders use data-driven decision making.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
3) IE01 School leaders let staff know what is expected of them.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
4) IE01 Schools leaders encourage collaboration among staff.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
5) IE07 School leaders are knowledgeable about standards, curriculum, instruction, and assessment.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
6) IE07 School leaders give meaningful instructional feedback to staff.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
7) IE10 School leaders celebrate successes specially related to student learning.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
8) IE06 School leaders provide teachers with necessary instructional materials to perform their duties.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
9) IE02 School leaders encourage teachers to engage in shared school leadership.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
10) IE07 School leaders are a presence in classrooms.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
11) IE07 School leaders are a presence throughout the school building.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
					answered question		0

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14. Please select the response option that most accurately reflects your opinion. One is to a great extent, 2 is to a moderate extent, 3 is to a small extent, 4 is not at all and 5 is not applicable.

	To a great extent	To a moderate extent	To a small extent	Not at all	N/A	Rating Average	Response Count
1) IG02 School leaders communicate with parents about their child's progress.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
2) IG02 School community council communicates with parents and the community about school progress.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
3) ID14 School leaders initiate parent outreach activities.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
4) ID14 Parents are encouraged to help within the school.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
5) IG09 Teachers communicate with parents on an ongoing basis.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
6) ID14 Parents are involved in school decision-making process.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
7) IG06 Home education enrichment education opportunities are offered to parents.	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
					answered question		0
					skipped question		13

Appendix 5-E

POP Analysis Matrix Tool

This table arrays specific items appearing on the data collection tools (by item number or other designation depending on the tool) used in the reviews against the set of indicators that will be reported upon. For triangulation purposes there are multiple data sources per indicator.

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
Standard 1 Curriculum				Section 7		Q1	Q7		School Improvement Plan, Instructional Units, Content and Performance Standards, Pacing Guides, Instructional Team meeting notes
IIA01 Instructional teams develop standards-aligned units of instruction for each subject and grade level.	IIA01			Q2 Q3					
IIA02 Units of instruction include standards-based objectives and criteria for mastery.	IIA02								

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
IIC01 Units of instruction include specific learning activities aligned to objectives.	IIC01		Q1 Probe	Q4					
IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.	IIIA01		Q1	Q1					
Standard 2 Assessment & Evaluation				Section 8	Q2		Q1		Instructional Team meeting agendas and notes, School Improvement Plan, AYP data
IID08 Instructional Teams use student-learning data to assess strengths and weaknesses of the curriculum and instructional strategies			Q2	Q1					
IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives.	IIIA05			Q4					

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results.	IIIA06			Q2 & Q3					
IIIA40 All teachers assess student mastery in ways other than those provided by the computer program.	IIIA40								
Standard 3 In-struction				Section 9	Q3		Q2		Course Syllabi, Instructional Team meeting agendas and notes, School Improvement Plan, individualized learning plans
IID09 Instructional Teams use student-learning data to plan instruction.				Q9 & Q14					

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
IID10 Instructional Teams use student-learning data to identify students in need of instructional support or enhancements									
IID11 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 their early mastery of objectives).				Q1 & Q10					

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction.	IIIA02			Q4, Q7, & Q11					
IIIA03&04 Teachers use objectives-based pre-tests and post-tests.	IIIA03/04								
IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.	IIB04			Q3, & Q5					
IIB05 Teachers re-teach based on post-test results.	IIB05			Q6					
IIIA09 All teachers clearly state the lesson's topic, theme, and objectives.		IIIA09							
IIIA11 All teachers use modeling, demonstration, and graphics.		IIIA11							

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
IIIA13 All teachers explain directly and thoroughly.		IIIA13							
IIIA16 All teachers use prompting/cueing.		IIIA16							
IIIC05 All teachers use a variety of instructional modes.		IIIC05		Q12, & Q13					
IIIA26 All teachers encourage students to check their own comprehension.		IIIA26							
IIIA21 The teacher re-teaches following questioning.		IIIA21							
IIIA31 All teachers interact instructionally with students (explaining, checking, giving feedback).		IIIA31							

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
IIIA32 All teachers interact managerially with students (reinforcing rules, procedures).		IIIA32		Q2					
IIIA35 Students are engaged and on task.		IIIA35	Q3	Q8					
IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.	IIIC01	IIIC01							
IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them.		IIIC10	Q4						
Standard 4 Comprehensive & Effective Planning				Section 10	Q3	Q1	Q3		School Improvement Plan, Instructional Team meeting schedules and notes, AYP data

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
ID13 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.			Q5	Q1, Q2, & Q3					
IIDo6 Yearly learning goals are set for the school by the Leadership Team, utilizing student-learning data.			Q6						
Standard 5 School Culture				Section 11	Q6	Q2	Q4	Q1	Newsletters and other communications to external and internal audiences, School events calendar

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
ID08 The Leadership Team serves as a conduit of communication to the faculty and staff.			Q7	Q1					
IE13 Principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement			Q8	Q2, & Q3				Q1	
Standard 6 Professional Development				Section 12	Q4	Q3	Q5		Professional Development Plan (for school), Professional Development session agendas

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
Combines IFo1 and IFo2: The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers, and the Leadership Team takes them into account in planning professional development.				Q1					
Combines 1Fo3 and IFo4: Professional development for teachers includes observations by the principal and peers related to indicators of effective teaching and classroom management.			Q9	Q2, & Q4					

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.									
IF06 Teachers are required to make individual professional development plans based on classroom observations.				Q3					
IF08 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.									

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
IF10 The principal plans opportunities for teachers to share their strengths with other teachers.				Q5					
Standard 7 Leadership				Section 13	Q5	Q4, 5	Q6	Q2 & Q3	Principal's Calendar, Faculty Meeting agendas, Newsletters and other communications to external and internal audiences, School events calendar
IE01 The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.				Q1, Q3, & Q4				Q2	
IE02 The principal develops the leadership capacity of others in the school.			Q10	Q9					

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
IE06 Principal keeps a focus on instructional improvement and student learning outcomes.				Q2, & Q8					
IE07 Principal monitors curriculum and classroom instruction regularly.				Q5, Q6, Q10, & Q11					
IE10 Principal celebrates individual, team, and school successes, especially related to student learning outcomes.			Q11	Q7				Q3	
Standard 8 Organization Structure & Resources									
ID01 A team structure is officially incorporated into the school improvement plan and school governance policy.			Q12						School Improvement Plan

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Instructional Team Focus Group	Parent Focus Group	Documents
Standard 9 Parent & Community Involvement				Section 14	Q6	Q6		Q4,5, 6	School Community Council mission statement and membership list, Teacher Handbook, Parent Newsletters
ID14 A School Community Council, consisting of the principal, parent facilitator, social worker or counselor, and parents, oversees family-school relationships and the curriculum of the home.				Q3, Q4, & Q6					
ID15 A majority of the members of the School Community Council are parents of currently enrolled students and are not also employees of the school.									

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
IG02 Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.			Q13	Q1, & Q2				Q4	
IG06 Parents receive practical guidance to encourage their children's regular reading habits at home				Q7				Q5	
IG09 Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits.				Q5				Q6	

Indicator	TICO Interview	TICO Observe	Principal Interview	Online Survey	Instructional Staff Focus Group	Non-Instructional Staff Focus Group	Leadership Instructional Team Focus Group	Parent Focus Group	Documents
IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives.	IIIB06								

Appendix 5-F

Instructions for Compiling Data from All Sources by Indicator

Items Needed

◇ Patterns of Practice (POP) Analysis Tool Matrix

◇ Instructional Staff Online Survey Results

◇ Teacher Interview and Classroom Observation (TICO) Tally Sheet

◇ Document Review Checklist

◇ Principal Interview Notes

◇ Instructional Staff Focus Group Notes

◇ Non-Instructional Staff Focus Group Notes

◇ Leadership Team Focus Group Notes

◇ Parent Focus Group Notes

Process Steps

◇ Team leader ascertains that all of the items listed above have been completed (e.g., all team members have entered their TICO summary data onto a single tally sheet; all documents available at the school have been examined with results recorded on the Document Review Checklist)

◇ Using the Patterns of Practice Analysis Tool Matrix as a framework, the team records data (by source) for each indicator. It may be possible (and advisable) for the Team leader to begin the recording process by entering the data from the Instructional Staff Online Survey, the TICO Tally Sheet (if completed by the team), and the Document Review Checklist prior to the team meeting. Data from the principal interview and the various focus groups is recorded at the team meeting. The note takers for the interview/focus groups discuss the content of their notes, and the team agrees on the salient points to be recorded in the Matrix.

◇ POP Review findings (and resulting recommendations) are based on various types of data. While all data need to be considered, stronger weight should be given to the evidence from POP reviewers' observations and from written documents.

◇ The TICO Tally Sheet provides the number of teachers rated by reviewers as exhibiting individual indicators. These data are based either on

  • actual observation of a particular behavior in the classroom or

  • what the teacher says and/or documents as shown to the reviewer during the teacher interview.

◇ The Document Review Checklist data indicate, in the judgment of reviewers, whether indicators are addressed within one or more of the documents the school provides.

◇ The results of the Instructional Staff Survey are quantitative (i.e., number of respondents selecting particular response category). As a rule of thumb consider grouping responses from the "to a great extent" and "to a moderate extent" as those agreeing with the statement. Either percentages or numbers responding may be used in the POP Review Report. These data reflect the opinions of those responding to the survey.

◊ Notes from the five interview/focus groups reflecting the opinions of those participating.

◊ Because the notes from the five interview/focus groups may be extensive, it is important to identify the most salient points with regard to the indicators.

◊ NOTE: in some cases the data correlate with a Standard (i.e., Curriculum) rather than a specific indicator. In these cases those data should be entered in the row labeled with the name of the standard.

◊ Once the POP Analysis Tool Matrix has been filled out to reflect all data sources, the team will be able to identify findings as well as reach conclusions upon which recommendations and statements of strengths will be based.

◊ The next step will be writing the POP Review Final Report.

Appendix 5-G
Review Report Outline

Introduction:

Highlights:

Standard 1:
    Findings: (Objective reporting of relevant results by indicator)

    Strengths:

    Recommendations to school:

Standard 2:
    Findings: (Objective reporting of relevant results by indicator)

    Strengths:

    Recommendations to school:

Standard 3:
    Findings: (Objective reporting of relevant results by indicator)

    Strengths:

    Recommendations to school:

Standard 4:
    Findings: (Objective reporting of relevant results by indicator)

    Strengths:

    Recommendations to school:

Standard 5:

Findings: (Objective reporting of relevant results by indicator)

Strengths:

Recommendations to school:

Standard 6:

Findings: (Objective reporting of relevant results by indicator)

Strengths:

Recommendations to school:

Standard 7:

Findings: (Objective reporting of relevant results by indicator)

Strengths:

Recommendations to school:

Standard 8:

Findings: (Objective reporting of relevant results by indicator)

Strengths:

Recommendations to school:

Standard 9:

Findings: (Objective reporting of relevant results by indicator)

Strengths:

Recommendations to school:

Section 6 – Frequently Asked Questions

What is the Patterns of Practice Review?

The Patterns of Practice (POP) Review is an examination of a school's activities in relation to a set of research-based indicators associated with schools demonstrating proficient levels of academic achievement. The POP Review considers a set of 51 indicators related to the following nine standards:

◇ Curriculum

◇ Assessment & Evaluation

◇ Instruction

◇ Comprehensive & Effective Planning

◇ School Culture

◇ Professional Development

◇ Leadership

◇ Parent & Community Involvement

The POP Review process looks for evidence of the presence of indicators associated with substantial school improvement. It includes collecting detailed information on the quality of instruction, assessment, curriculum, planning, and parent involvement. Data collection activities include classroom observation, surveys and interviews with staff, and the review of documents related to the educational program. Review teams will be composed of consultants selected for their expertise in the area of educational administration and pedagogy.

What is the source of the indicators upon which the POP Review is based?

The POP Review is based on indicators included in *Handbook on Restructuring and Substantial School Improvement* created by the Center on Innovation & Improvement (CII) and published by Information Age Publishing, Inc. (2007). CII is one of five national centers under the federal Comprehensive Centers Program. This handbook has received the approval of the U.S. Department of Education; in addition, it received the honor of being designated Best Publication of the Year by Division H of the American Educational Research Association (AERA) in 2008.

The State of Virginia is also using the handbook as the backbone of a major effort to provide training and technical assistance to districts (known as divisions in Virginia) and schools identified as in need of improvement under both state and No Child Left Behind accountability provisions. Virginia's effort began in 2007 with an assistance program for divisions designated as in probation status and continues this year at both division and school levels. This year Virginia has begun to coordinate various activities conducted by elements of its statewide system of support within this indicators-based framework.

Why are POP reviews being conducted?

Under provisions in the federal Title 1 program (Section 1117 of P.L. 107-110 No Child Left Behind Act of 2001), the SEA is required to provide a statewide system of support to assist Title I districts and schools that are in need of improvement, corrective action, or restructuring. The statewide system of support extends beyond the SEA's own resources, including organizational partners, distinguished educators, support teams, and other consultants to assist districts and schools with expertise appropriate to the needs of the district or school.

The results of POP Reviews will help the SEA deliver appropriate service through its statewide system of support. It is expected that the results of these reviews will also inform LEA's technical assistance efforts. Finally, schools that undergo POP Reviews will receive valuable feedback about the extent to which their operations related to the nine standards reflect a set of processes and practices identified with successful schools. Schools will be able to use this information in their school improvement planning.

How many schools will have POP Reviews during (time period)?

Currently, there are plans to conduct POP Reviews of (number of schools) schools.

How have these schools been selected?

The SEA selected the schools in which POP Reviews will take place. All of these schools have been identified for school improvement under NCLB accountability provisions.

When will the POP Reviews be conducted?

POP Reviews during the (school year) school year will take place between (fill in period).

Who will conduct the POP Reviews?

The SEA has contracted with/tasked/ (name of organization) as part of its statewide system of support to conduct the POP Reviews in schools during the (fill in school year) school year. These consultants have strong backgrounds in education. They include former principals, teachers, and district-level administrators. Most have had experience in conducting on-site reviews in schools. They have participated in a series of training events related to the conduct of a POP Review.

How are POP Reviews conducted?

In general, POP Reviews are on-site visits to schools and include a variety of data collection activities. The only data collection activity outside the period of the on-site visit is conducting an on-line survey to which all staff within the school are encouraged to respond. Responses to the survey will be collected in the week leading up to the on-site visit.

During the on-site visit the POP Review Team will gather data from multiple sources including:

◇ classroom observation in a sample of classrooms

◇ interviews with teachers and school leadership

◇ focus groups with instructional and non-instructional personnel as well as with parents

◇ review of key documents requested from the principal prior to the on-site visit

The POP Review Team leader will work with the principal prior to the on-site visit to establish a schedule for the data collection activities. Using a staff roster, the team leader will select the teachers whose classrooms will be visited; this sample is intended to represent the grade levels within the school. To ensure the integrity of the review process which seeks to obtain a profile of the school during its normal operations, teachers whose classrooms will be visited will not notified in advance. Staff invited to participate in focus groups will be notified in advance to facilitate scheduling. Key documents will be examined during the on-site visit; principals will not be burdened with photocopying or mailing requirements.

How many days does the POP Review Team spend on-site in schools for a POP Review?

The POP Review Team will spend 2-3 days in each school. The number of classroom observations, interviews and focus groups will be determined by factors including school enrollment and/or presence of special programs. At this time the SEA has decided to focus the POP Review process in the areas of reading/language arts and mathematics (revise as needed).

How are the results of the POP Review reported?

Following the on-site visit, the POP Review Team will synthesize the information it collected. The team will structure its analysis using the set of nine standards and 51 indicators that constitute the POP Review framework. The POP Review Team will come to consensus regarding the nature of the findings and recommendations to include in the report.

A written POP Review report will be prepared by the team and submitted to the SEA.

Do the POP Review reports contain the names of the schools, school staff, and other persons involved in the review?

No. POP Review reports will not include the names of individual teachers who have been observed nor will there be any kind of summative 'grade' for schools in the sample. The review team will simply report what they observed and what data they gathered for each of the standards and associated indicators in the framework.

Do the POP Review reports contain any student names or academic data regarding individual students?

No. POP Review reports will NEVER contain the names of students or academic data regarding individual students.

It is important to point out that, in the conduct of interviews with teachers whose classrooms have been observed, the POP reviewer will be asking how the teacher differentiates instruction and maintains records of student mastery, but the teacher will not be asked to provide information identifying individual students.

Who will get to see and use the POP Review reports?

The main purpose of the review is to provide input to the SEA related to the operation of its statewide system of support. However, participating schools should find the reports valuable to inform their own internal discussions about professional development and school improvement. School districts involved in POP reviews may also find that the reports provide useful information about professional development and other technical assistance needs.

How do POP Reviews differ from other examinations of schools and/or classrooms?

There are differences in purpose and design. The POP Review's main purpose is to inform the SEA's efforts to assist districts and schools in need of improvement through its statewide system of support. To do this the SEA will be most interested in identifying themes and critical needs that emerge in the POP Review findings across multiple schools settings. The POP Review is NOT for the purpose of evaluating the quality of individual schools or individual school staff.

The POP Review's design reflects two major principles:

◊ **using multiple data sources to triangulate the determination of findings, and**

◊ **maximizing the review's objectivity by having external reviewers observe classrooms and review documents used by the school.**

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