

**Indistar / Lighting our path to stellar learning.**

School Leadership – Continuous Improvement Indicators(CI)

**School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning**

- ID01 A team structure is officially incorporated into the school improvement plan and school governance policy. (36)
- ID02 All teams have written statements of purpose and by-laws for their operation. (37)
- ID03 All teams operate with work plans for the year and specific work products to produce. (38)
- ID04 All teams prepare agendas for their meetings. (39)
- ID05 All teams maintain official minutes of their meetings. (40)
- ID06 The principal maintains a file of the agendas, work products, and minutes of all teams. (41)
- ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
- ID08 The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
- ID09 The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)
- ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)
- ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
- ID12 Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business. (47)
- 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. (48)

**School Leadership and Decision Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction**

- 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. (52)
- IE02 The principal develops the leadership capacity of others in the school. (53)
- IE03 The principal communicates the likelihood of success based on the plan and hard work. (54)
- IE04 The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (55)
- IE05 The principal participates actively with the school's teams. (56)
- IE06 The principal keeps a focus on instructional improvement and student learning outcomes. (57)
- IE07 The principal monitors curriculum and classroom instruction regularly. (58)
- IE08 The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)

- IE09 The principal challenges, supports and monitors the correction of unsound teaching practices. (60)
- IE10 The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)
- IE11 The principal provides incentives for teacher and student accomplishment. (62)
- IE12 The principal personally engages parents and the community in the improvement process. (63)
- IE13 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)

**School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development**

- IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)
- IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)
- IF03 Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)
- IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)
- IF05 Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)
- IF06 Teachers are required to make individual professional development plans based on classroom observations. (70)
- IF07 Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)
- 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. (72)
- IF09 Teacher evaluation examines the same indicators used in professional development. (73)
- IF10 The principal plans opportunities for teachers to share their strengths with other teachers. (74)

**School Leadership and Decision Making - Helping parents to help their children meet standards**

- IG01 Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)
- IG02 The student report card shows the student's progress in meeting learning standards. (86)
- IG03 Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning. (187)

**Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks**

- IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)
- IIA02 Units of instruction include standards-based objectives and criteria for mastery. (89)
- IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)

**Curriculum, Assessment, and Instructional Planning - Engaging teachers in assessing and monitoring student mastery**

- IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
- IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
- IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
- IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
- IIB05 All teachers re-teach based on post-test results. (95)

**Curriculum, Assessment, and Instructional Planning - Engaging teachers in differentiating and aligning learning activities**

- IIC01 Units of instruction include specific learning activities aligned to objectives. (96)
- IIC02 Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)
- IIC03 Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)

**Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments**

- IID01 The school tests every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked. (99)
- IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)
- IID03 Teachers receive timely reports of results from standardized and objectives-based tests. (101)
- IID04 The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)
- IID05 Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. (103)
- IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
- IID07 The Leadership Team monitors school-level student learning data. (105)
- IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
- IID09 Instructional Teams use student learning data to plan instruction. (107)
- IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)
- 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). (109)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation**

- IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

- IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction. (111)
- IIIA03 All teachers use objectives-based pre-tests. (112)
- IIIA04 All teachers use objectives-based post-tests. (113)
- IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives. (114)
- IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
- IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Introduction**

- IIIA08 All teachers review the previous lesson. (117)
- IIIA09 All teachers clearly state the lesson's topic, theme, and objectives. (118)
- IIIA10 All teachers stimulate interest in the topics. (119)
- IIIA11 All teachers use modeling, demonstration, and graphics. (120)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Presentation**

- IIIA12 All teachers proceed in small steps at a rapid pace. (121)
- IIIA13 All teachers explain directly and thoroughly. (122)
- IIIA14 All teachers maintain eye contact. (123)
- IIIA15 All teachers speak with expression and use a variety of vocal tones. (124)
- IIIA16 All teachers use prompting/cueing. (125)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Summary and Confirmation of Learning**

- IIIA17 All teachers re-teach when necessary. (126)
- IIIA18 All teachers review with drilling/class recitation. (127)
- IIIA19 All teachers review with questioning. (128)
- IIIA20 All teachers summarize key concepts. (129)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Student Interaction**

- IIIA21 All teachers re-teach following questioning. (130)
- IIIA22 All teachers use open-ended questioning and encourage elaboration. (131)
- IIIA23 All teachers re-direct student questions. (132)
- IIIA24 All teachers encourage peer interaction. (133)
- IIIA25 All teachers encourage students to paraphrase, summarize, and relate. (134)
- IIIA26 All teachers encourage students to check their own comprehension. (135)
- IIIA27 All teachers verbally praise students. (136)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Student-Directed Small-Group and Independent Work**

- IIIA28 All teachers travel to all areas in which students are working. (137)
- IIIA29 All teachers meet with students to facilitate mastery of objectives. (138)

- IIIA30 All teachers encourage students to help each other with their work. (139)
- IIIA31 All teachers interact instructionally with students (explaining, checking, giving feedback). (140)
- IIIA32 All teachers interact managerially with students (reinforcing rules, procedures). (141)
- IIIA33 All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)
- IIIA34 All teachers verbally praise students. (143)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Computer-Based Instruction**

- IIIA35 Students are engaged and on task. (144)
- IIIA36 Students are comfortable with the program and its navigation. (145)
- IIIA37 All teachers travel about the room to assist students. (146)
- IIIA38 All teachers have documentation of the computer program's alignment with standards-based objectives. (147)
- IIIA39 All teachers maintain a record of student mastery of standards-based objectives. (148)
- IIIA40 All teachers assess student mastery in ways other than those provided by the computer program. (149)

**Classroom Instruction - Expecting and monitoring sound homework practices and communication with parents**

- IIIB01 All teachers maintain a file of communication with parents. (150)
- IIIB02 All teachers regularly assign homework (4 or more days a week). (151)
- IIIB03 All teachers check, mark, and return homework. (152)
- IIIB04 All teachers include comments on checked homework. (153)
- IIIB05 All teachers count homework toward the student's report card grade. (154)
- IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)

**Classroom Instruction - Expecting and monitoring sound classroom management**

- IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)
- IIIC02 Transitions between instructional modes are brief and orderly. (157)
- IIIC03 Students maintain eye contact and are attentive. (158)
- IIIC04 Students raise hands or otherwise signal before speaking. (159)
- IIIC05 All teachers use a variety of instructional modes. (160)
- IIIC06 All teachers maintain well-organized student learning materials in the classroom. (161)
- IIIC07 All teachers display completed student work in the classroom. (162)
- IIIC08 All teachers display classroom rules and procedures in the classroom. (163)
- IIIC09 All teachers correct students who do not follow classroom rules and procedures. (164)
- IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them. (165)
- IIIC11 All teachers conduct an occasional "behavior check." (166)
- IIIC12 All teachers engage all students (e.g., encourage silent students to participate). (167)

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