

**UNITY CONCORD
INTERNATIONAL SCHOOL**

QUALITY SCHOOL STANDARDS



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Section 1: Governance and Organizational Management

The School will be operated by The Ambassador Group, which is a for profit public benefit corporation.

1.1 Organization

The School will have a phone number and e-mail address posted on the School's Web site and will update the posting immediately whenever the information changes. The School will provide the Ministry with the phone numbers and e-mail addresses for the School's principal contacts and ensure that this information is kept current.

The School will provide the Ministry immediate written notice of any change in the School's directors, officers, or administrators.

1.2 Board of Directors and Governance Council Responsibilities

Adoption of Policies and Procedures

The governing board will adopt policies and procedures to guide the operation of the School. The policies and procedures will include, but are not limited to, the following:

- **Campus Supervision**, including but not limited to, the supervision of students before, during, and after school; student drop-off and pick-up; and procedures for visitors to enter and leave the campus.
- **Discipline Policies**, the policies will include the procedures to be followed and the procedures by which parents and students will be informed of the reasons for suspension or expulsion and of their due process rights.
- **Student/Parent Handbook**. Including but not limited to, detailed expectations of student attendance, behavior, and discipline; process for students requiring and/or receiving special education services; consequences of bullying and harassment; process related to suspension and expulsion; a description of both informal and formal student and parent complaint procedures; graduation requirements; and the school calendar and bell schedule. The School will provide a hard copy of the handbook to each family at the beginning of each school year and to new enrollees during registration, as well as posting the current year's handbook on the School's Web site.
- **Health and Safety Plans**, the School will have the following information and will update it whenever there are changes:
 - A copy of the health, safety, and emergency plan for students and staff. The plan, at a minimum, will address fire emergencies, earthquakes and other

natural disasters, civil disorder, accidents and injuries, intruders on campus, and any other threats to the health and safety of students and staff.

The School will provide training for staff to respond to emergencies and will conduct routine emergency drills for students and staff.

- **Criminal Records Summaries**—All employees of the School, volunteers who are not parents and who will be performing services that are not under the direct supervision of a School employee, will submit to background checks and fingerprinting. The School will maintain on file and available for inspection during site visits, evidence that clear criminal records summaries based on criminal background checks conducted for all employees were received.

1.3 Administration

Application, Admissions, and Enrollment Documentation

The School will have the following information posted on the School's Web site and will update the posting within 30 days of any changes.

- Descriptions of outreach and recruitment activities conducted to reach target populations
- Application procedures including admissions and enrollment policies
- A copy of application and enrollment forms

Insurance and Risk Management

Before any individuals are employed or property or facilities are acquired or leased, the School will procure from an insurance.

- **Property Insurance**—Replacement value, if available from the insurance carrier, for all assets listed in the School's property and consumable inventory. If full replacement coverage is not available, the School will procure property insurance as close to replacement value as possible.
- **Automobile Insurance**—coverage appropriate for the type and use of automobiles or other vehicles used for school business including the transportation of students

In addition, the School will institute risk management policies and practices to address reasonably foreseeable incidents.

Employee Handbook

The School will have an employee handbook that includes, at a minimum, detailed expectations for employee performance and behavior, rights of employees related to disciplinary actions including termination, compensation and benefit information, and a description of both informal and formal complaint procedures. All employees will receive a copy of the handbook and updates to it. Updates to the handbook will be made as quickly as possible but no later than the beginning of the school year following changes in policies or procedures.

Teacher Credentials and Highly Qualified Teacher Requirements

The School will provide evidence that all teachers hold a Teacher Credential, certificate, permit, license or other document equivalent to those required for teachers in other public schools. The School will have on file evidence that teachers of any core subject meet the Ministry's requirements.

School Accountability Report Card

On or before February 1 of each year, the School will create its School Accountability Report Card (SARC) for the prior year using a template developed by the School.

Section 2: Educational Performance

2.1 Educational Program

The School will have the following information available for review:

- Scope and sequence for all subjects offered by the School.
- The complete educational program for students to be served during the first year and each subsequent year of operation including, but not limited to:
 - A description of the curriculum and identification of the basic instructional materials to be used
 - Plans for professional development for instructional personnel who will deliver the curriculum and use the instructional materials
- Identification of the specific assessments that will be used.
- Annual school calendar that includes the number of instructional days (180 minimum), the annual instructional minutes, and the number of professional development days.
- Daily bell schedule.

2.2 Schoolwide Action Plan (SAP)

The SAP will establish specific goals and actions the School will take to improve student academic achievement in areas identified through the Assessments. The School will also identify how it will evaluate progress toward goals and outcomes, and the data that will be collected to measure progress.

The School will present an Annual Update to the Ministry on the progress made in meeting goals identified in the SAP. Data compiled from the SAP and the Annual Update, plus confirming evidence gathered during periodic site visits will provide the Ministry with a clear understanding of the quality of the school's instructional program.

2.3 Annual Update

The School will submit an annual update and narrative to the Ministry each year that includes the following:

- Progress made toward meeting growth targets

- Progress made toward each of the educational goals and student outcomes identified in the SAP
- Progress made toward closing any achievement gaps
- Results of any additional schoolwide assessments used by the School
- Description of outcomes, goals, and objectives for the following year
- Professional development activities undertaken to further progress in achieving the SAP's goals
- Progress made on implementing curriculum and instructional strategy changes or the organizational changes identified in the SAP
- Evidence that the School and the teachers are systematically examining student data and using it to drive decisions about curriculum and instruction

2.4 Special Education

The School practices Full Inclusion and when applicable creates Individual Education Plans for students who have been identified with learning and/or behavioral impairments.

Section 3: Fiscal Operations

3.1 Funding

The School will be funded through tuition fees.

3.2 Student Attendance Accounting and Reporting

The School will submit attendance, including software or any proposed spreadsheet or database formats requested by the Ministry.

Attendance records include the following:

- Each student's daily attendance

Evidence of contact made with parents when students are absent from school (e.g., parent contact log, absence log, etc.)

Section 4: Components of the Schoolwide Academic Plan

The School will submit an SAP to the Ministry describing **specific** and **concrete** actions the School will take in order to improve student achievement over the course of the current school year. The SAP must address, at a minimum, the following elements:

- Methods or system the School uses to examine student achievement data on a regular basis across grade levels, by subject matter, by significant subgroups, and across the School as a whole.
- Analysis of the Assessment Program results that identifies the specific problem in the area(s) not meeting targets and/or criteria.
- Specific and measurable goals the School will achieve during the current school year.
- Specific actions, which follow from the goals and examination of student data, the School will take to improve student achievement in the area(s) identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.
- Professional development plan for teachers and/or other staff that supports the activities the School will implement to improve performance in targeted areas.
- Diagnostic assessments that will be used to enable the school to monitor the effects of proposed changes on student performance, and the specified intervals at which students will be assessed in order to develop at least two to three data points.
- Timelines for each of the specific actions proposed

Appendix A: Pre-opening Site Inspection Checklist

School: _____ **Location:** _____

General Considerations	Compliant	Comments
Site has good access and dispersal roads.		
Site has bus loading, parking areas, and parent drop off areas.		
Site has appropriate security (i.e. fencing, adequate lighting, alarms, etc.).		
Site and facilities are situated to minimize student contact with adults who do not have appropriate clearances		
Facilities are generally conducive to a learning environment.		
Building placement is compatible.		
Facilities are sufficient to accommodate estimated student enrollment and to carry out the curricular and instruction program		
Facilities are sufficient to accommodate the administrative and business functions, including the storage of student and other records, reports, and documents.		
Site has adequate space for the support services the school intends to provide to its students (i.e. nurse, counselors, tutors, after-school programs, etc.).		
Facilities include cafeteria or other suitable space for students to eat meals.		
Library or other space dedicated to research and study is suitable for the educational program being provided.		
Indoor and/or outdoor physical education facilities are sufficient to accommodate the program		
Facilities meet requirements including: (1) accessible routes from outside the school to the entry and from the school entry to all other buildings; and (2) stairs, ramps, toilets, and signage		

Building Exterior	Compliant	Comments
Facilities are generally free of chipped paint, cracked floors, uneven surfaces, mold, and evidence of leaks.		
Sidewalks, driveways, and outdoor play areas are relatively free of cracks and uneven surfaces, and are in good repair.		
Perimeter fences are installed as necessary and are in good repair.		
Graffiti or other signs of vandalism to the building are absent.		
School exterior needs minimal cosmetic repairs, painting, or additional lighting.		
Windows and doors are intact and in good repair.		
Exterior stairs or handrails are in good repair.		
Exits of buildings are free of obstructions.		
Signage is adequate for traffic flow and for directions to school offices.		
Trees and vegetation provide a clear view of the school; places to hide or to gain authorized access to the building are minimized.		
School site is substantially free of litter and clutter.		

Interior Entrances, Corridors, and Stairs	Compliant	Comments
Heating and ventilation systems are adequate for the size of the building and numbers of students.		
Fire alarm system meets applicable local fire safety codes; appropriate fire extinguishers exist in the building(s) and inspections are up to date.		
Restrooms are conveniently located and accessible to students; toilets are clean and operable.		
Bracing of overhead light fixtures, heating and air conditioning vents, etc. comply with local ordinances.		

Interior Entrances, Corridors, and Stairs	Compliant	Comments
Lighting, including nighttime lighting, is sufficient for the educational activities being conducted at the site.		
Floors, walls, and ceilings are clean; ceiling tiles are all intact.		
Halls and stairs are adequately lit.		
Exit doors, including emergency exits, are free of clutter and readily accessible; doors are secure to prevent intruders into the building.		
Interior is free of other hazards that could endanger student safety.		

Classrooms	Compliant	Comments
Classroom size and layout are related to functions that will be performed in them (i.e. kindergartens, laboratories, special education, locker rooms, gyms, etc.).		
Desks, tables, and chairs are in good repair.		
Space is provided to secure computers and other expensive electronic devices.		
Bookcases, racks, fixtures, etc. are adequately anchored to adjacent structures.		
Gas, electrical, and water outlets and appliances are in good repair.		
Classrooms have adequate lighting.		
Classrooms are visible to teachers at all times; classroom layout is conducive to quick evacuation.		
Kindergarten classrooms have toilet facilities, or dedicated facilities are located within close proximity to classrooms, and are of appropriate height.		

Appendix B: School Monitoring Instrument

The purposes of Unity Concord International School is to:

1. Improve pupil learning.
2. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving.
3. Encourage the use of different and innovative teaching methods.
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
5. Provide parents and students with expanded educational opportunities without the constraints of traditional rules and structure.
6. Provide schools a way to shift from a rule-based to a performance-based system of accountability.
7. Provide competition within the International School System to stimulate improvements in all International Schools.

Self-Evaluation Categories

- I. **Governance and Organizational Leadership:** The school and the governing board are organized to support the school's mission and vision supporting the achievement of high standards by all students.
- II. **Educational Performance:** The school provides a rigorous educational program for all students that is based on state content standards and delivered in a supportive and positive learning environment.
- III. **Fiscal Operations and Internal Controls:** The school is financially viable organization that is operated in compliance with all applicable requirements, and sound fiscal practices for the purpose of supporting high student achievement.
- IV. **Fidelity to Ministry:** The school implements all of its operations in accord with its approved Curriculum.

I.	Governance and Organizational Leadership The school and the governing board are organized to support the school’s mission and vision supporting the achievement of high standards by all students.
	<p>1.1 Mission and Vision – The governing board has a clear mission and vision for the School, and adopts policies and procedures that support high student achievement.</p> <p>1.2 Governing Board Operations – The governing board has established procedures to hold regular meetings to ensure that decisions are made.</p> <p>1.3 Policy Guidance – The governing board provides direction to the School leadership through the adoption of policies and procedures that support and promote high academic standards in a safe and healthy School environment.</p> <p>1.4 Evaluations – The governing board employs, and holds accountable, School leadership, and authorizes school leadership to operate the school in accordance with applicable laws, and the School’s mission and vision to improve student performance.</p> <p>1.5 Stakeholder Participation – The School has processes in place that ensure stakeholder input regarding the School’s effectiveness in such areas as student discipline, parent (guardian) involvement, community engagement, and motivation of students toward high academic achievement and good citizenship. The governing board communicates regularly with all stakeholders regarding student achievement and progress toward meeting the School’s goals.</p> <p>1.6 Monitoring Education and Fiscal Data – The governing board routinely reviews academic and other School data, and uses it to provide direction and allocation of resources for continuous improvement of student achievement, fiscal viability and compliance, and for ensuring school wide excellence.</p>
	Evidence Reviewed

<p>Document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List/roster of governing board members <input type="checkbox"/> Charts/descriptions of board roles and responsibilities <input type="checkbox"/> Board approved bylaws <input type="checkbox"/> Governing board meeting dates <ul style="list-style-type: none"> <input type="checkbox"/> Agenda <input type="checkbox"/> Minutes <input type="checkbox"/> Board policies included, handbooks (parent/student/employee), student discipline & process, employee discipline & process, parent complaint resolution & process, safety plan <input type="checkbox"/> Harassment policy for students and staff <input type="checkbox"/> Parent involvement verification <ul style="list-style-type: none"> <input type="checkbox"/> Meeting calendar <input type="checkbox"/> Agendas & minutes <input type="checkbox"/> Notices <input type="checkbox"/> Recruitment Outreach documents <ul style="list-style-type: none"> <input type="checkbox"/> Marketing brochures <input type="checkbox"/> Student application and selection process <input type="checkbox"/> SARC <input type="checkbox"/> Student information: grade, gender, racial/ethnic, special education <input type="checkbox"/> Personnel files as deemed necessary <input type="checkbox"/> Other: _____ 	<p>Interview:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board of Directors <input type="checkbox"/> Staff <input type="checkbox"/> Parents <input type="checkbox"/> Other: _____ 				
<p>Findings:</p>					
<p>Conclusion:</p>	<input type="checkbox"/> Exceeds requirements	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Approaching requirement	<input type="checkbox"/> Does not meet requirement	<input type="checkbox"/> Not reviewed

II	<p>Educational Performance The school provides a rigorous educational program for all students that is based on state content standards and delivered in a supportive and positive learning environment.</p>
<p>2.1 Academic Performance – The School meets assessment targets, including targets for all significant subgroups. The School can demonstrate, where applicable, that it is closing the achievement gap between subgroups.</p> <p>2.2 Measurable Student Outcomes – The School has strong, measurable student outcomes, including outcomes for both assessments and the School’s unique goals, and uses data to support how well students are doing in meeting outcomes.</p> <p>2.3 Instructional Leadership – The School’s leadership effectively promotes the School’s mission and vision, maintains a focus on high academic achievement, fosters a culture of respect, professionalism, and shared decision-making, and has a system in place to coach and evaluate faculty and staff to improve student learning.</p> <p>2.4 Curriculum – The School has a curricular plan that guides the work of faculty and staff and allocates sufficient resources to implement the plan. The curriculum is rigorous, relevant, and appropriate to the needs of all students. Benchmark assessments are used throughout the year to determine student progress in learning the curriculum.</p> <p>2.5 Instruction – Instructional practices are varied and appropriate to individual student’s learning styles. Teachers demonstrate knowledge and expertise in the subjects they teach. Teachers maintain high expectations for students and promote high levels of engagement and use of critical thinking skills through a variety of motivational strategies. Students are assessed frequently, and data is used to modify and strengthen instructional practices.</p> <p>2.6 Opportunities to Learn – All students have equitable opportunities to learn. The School has support systems and strategies in place to assist academically underperforming students, including students with special needs, and English Language Learners, and provides opportunities in class and outside the regular school day for students to master the curriculum.</p> <p>2.7 Professional Development – The School has a school-wide professional development plan that supports the curriculum plan and is consistent with the evaluation system. Faculty engages in ongoing professional development to improve instructional practices. Opportunities for teachers to collaborate regularly</p>	

for the purpose of improving curriculum and instruction are built into the school day and used to regularly gauge the effectiveness of instruction as it impacts student achievement.

2.8 Learning Environment – The School promotes a supportive, respectful, and nondiscriminatory learning environment in which students can attain high levels of achievement. Adults at the School know all students, and based on that knowledge, provide support and resources to meet the social and emotional needs of students. School rules and consequences are clearly understood by parents and students, and they are consistently applied to ensure a safe and healthy school environment.

2.9 Facilities Support Learning – The school facilities are clean, safe, and inviting to students and the community. Students and staff exhibit pride in the School. Exemplary student work is posted throughout the school, in addition to other items, such as school mission and vision, school motto, and guiding principles that send a consistent message that the School has a strong academic focus and high standards for students.

2.10 Use of Data – The School uses data regularly to make continuous improvements to curriculum and instruction that support high student achievement. Teachers regularly collect data in the classroom to determine the degree to which students are mastering content standards and modify instructional practice accordingly. School leadership uses data to determine progress in meeting school-wide goals and outcomes and to modify strategies for whole school improvement.

2.11 Communication with Parents – The School fosters ongoing two-way communication between parents and the School regarding individual student achievement and school wide progress in meeting goals and outcomes. Parents are welcomed and are provided opportunities to participate in the educational program. The School provides training opportunities for parents and community members to enable them to understand the curriculum, instruction, and assessment plan of the school.

Evidence Reviewed

<p>Document:</p> <p><input type="checkbox"/> Test results</p> <p><input type="checkbox"/> SARC</p> <p><input type="checkbox"/> Bell schedule</p> <p><input type="checkbox"/> School calendar</p> <p><input type="checkbox"/> Professional development plan</p> <p><input type="checkbox"/> Staff meeting agendas/minutes</p> <p><input type="checkbox"/> Parent newsletters</p> <p><input type="checkbox"/> Other: _____</p>	<p>Interview:</p> <p><input type="checkbox"/> Board of Directors</p> <p><input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Teachers</p> <p><input type="checkbox"/> Parents</p>
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<p>Findings:</p>

Conclusion:	<input type="checkbox"/> Exceeds requirements	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Approaching requirement	<input type="checkbox"/> Does not meet requirement	<input type="checkbox"/> Not reviewed
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III	<p>Fiscal Operations and Internal Controls</p> <p>The school is financially viable organization that is operated in compliance with all applicable requirements, and sound fiscal practices for the purpose of supporting high student achievement.</p>
<p>3.1 Budget Oversight – The governing board has oversight and responsibility for approving annual and amended budgets to ensure that resource allocation is sufficient to support the School’s mission and vision, and to improve student achievement. The School maintains a prudent reserve.</p>	
<p>3.2 Budget Modifications – The governing board regularly reviews and monitors the School’s revenues, expenditures and cash flow, and adopts modifications to the operating budget to ensure the financial stability of the School in order to sustain a high quality school</p>	

3.3 Fiscal Reporting – The School submits required financial reports, that meet required time lines and are accurate.

3.4 Fiscal Systems – The School has in place and implements effective systems and practices to manage revenues and expenditures, accounting, payroll, and equipment inventories. The governing board has adopted policies and procedures to ensure implementation of sound fiscal systems that allow the School to make informed fiscal decisions.

3.5 Internal Controls – The School implements governing board-adopted internal controls.

3.6 Audits – The school has annual audits that are free of significant audit findings/exceptions. If audit findings have occurred, the School has promptly addressed the findings and taken appropriate action to resolve the exceptions and informed its authorizer of the actions taken.

3.7 Compliance with Law – The governing board and School leadership have an understanding of Thai laws that guide schools, and ensure the expenditure of funds occurs in a manner that is compliant with applicable laws.

Evidence Reviewed

Document:

- Audit documentation
- Financial reports to the board/agendas/minutes
- Procurement of curriculum materials
- Attendance management system, policies/procedures
- Other: _____

Interview:

- Principal/Executive Office
- Board of Directors
- Fiscal Staff
- Parents
- Other: _____

Findings:

Conclusion:

- | | | | | |
|---|---|--|--|---------------------------------------|
| <input type="checkbox"/> Exceeds requirements | <input type="checkbox"/> Meets requirements | <input type="checkbox"/> Approaching requirement | <input type="checkbox"/> Does not meet requirement | <input type="checkbox"/> Not reviewed |
|---|---|--|--|---------------------------------------|

IV	Fidelity to Ministry The school implements all of its operations in accord with its approved Curriculum.				
<p>4.1 Adherence –The School implements the educational and other programs described in the Curriculum. The School is meeting growth targets.</p> <p>4.2 Compliance with Laws and Regulations – The School complies with all laws and regulations applicable to schools, and keeps informed of new developments and changes to existing laws/regulations.</p> <p>4.3 Open Admissions Process – The School is open to any resident, including students with special needs and English Language Learners.</p>					
Evidence Reviewed					
Findings:					
Conclusion:	<input type="checkbox"/> Exceeds requirements	<input type="checkbox"/> Meets requirements	<input type="checkbox"/> Approaching requirement	<input type="checkbox"/> Does not meet requirement	<input type="checkbox"/> Not reviewed

Annual Questions for Governing Board

1. Briefly describe the mission, vision, and goals of your School.
2. How do you develop plans to achieve those goals?
3. How do you monitor and evaluate staff performance?
4. What policies has the board adopted to support the mission and vision, and high student achievement that will result in a sustainable, high quality charter school?
5. How does the board set priorities for the expenditure of funds for the School?
6. What processes do you have in place to involve stakeholders in the School?
7. How do you ensure clear, two-way communication between the governing board and the stakeholders?

8. How often does the governing board meet to discuss fiscal issues, amend budgets, review cash flow, or make resource allocations to support the mission and vision of the School? Examples?

Questions: Principal, Thai Director, Operations Manager

1. How are parents and community members involved in School processes? How do you communicate your School goals to them?
2. How do you use data to drive instruction?
3. How is learning assessed at the classroom level? School-wide?
4. What interventions are used for students who aren't mastering the curriculum? How are these monitored, both School-wide and at the classroom level? How are parents involved?
5. What subgroups do you monitor for performance/progress?
6. How do you determine staff development needs? What evidence do you have of the effectiveness of the professional development that you use?
7. Do teachers have regular collaborative planning time? How often? How is it structured and assessed?
8. How do you evaluate the School program?
9. How are internal controls implemented at the School? Examples?
10. What is the process you use for working with the board to establish budgetary priorities?
11. Are there any provisions of the charter you are unable to implement?
12. How do you monitor the degree to which the School is meeting its stated learning goals and objectives?
13. Describe the student admission process.
14. How do you keep informed about changes to statutes and regulations that affect the School and charter schools generally?

Questions: Teachers

1. What are some of the things that you like the most about the School?
2. How involved are you in the decision-making of the School?
3. How do you use data to differentiate the instruction for your students?
4. Tell us how you monitor student performance/progress for individual students and groups of students. How often is this done?
5. When and how often does the School monitor its progress overall, to ensure that the goals for each student are met?
6. What policies do you have in place for students who are frequently absent? Who initiates the intervention?
7. What professional development opportunities are currently available to you?
8. Do you have common planning time with your colleagues? When and by what grouping?
9. Is there a policy in place for sharing each others practices?
10. If needed, how are decisions about changing the instructional plan made?
11. What kinds of support services does the School leadership provide to you as a teacher?
12. If you had a chance to make improvements in the School, what improvements would you recommend?

Questions: Students

1. What do you think about your School? How satisfied are you with your School?
2. Do you find the instruction engaging? Give examples.
3. Do you feel that the staff respect and listen to the students?
4. Is there someone on the staff you feel comfortable with to confide issues and/or concerns you may have? Who?

5. If you are absent from School does anything happen? If so, what?
6. Are School goals and plans shared with students? How?
7. What types of activities does the School provide to help you academically?
8. If you had a chance to make improvements in the School, what improvements would you recommend?

Questions: Parents

1. Does the School share its goals and plans with the parents? How does it do this? (meetings, letters, calls?)
2. Does the School invite you to come and share information which can be used to help develop a plan for your child?
3. Is attendance a high priority for the School? What happens when your child is absent?
4. What partnerships does the School have with outside agencies and how do they enhance the overall experience of the students at the School?
5. What are some of the things you like most about the School?
6. If you had a chance to make improvements in the School, what improvements would you recommend?
7. How active are the parents at this School? In what ways do they participate?

Classroom Walk Through: Observation Data

Teacher:		Room #:
Grade:	Course:	School:
Date of Observation:	Time of Observation:	Observer:
DOMINANT STUDENT AND TEACHER ACTIVITY (Mark one in each area and then describe)		
Student Engagement		
Percent of students orientated to the work ___ All ___ Most ___ About Half ___ Some ___ Few		
Dominant Student Activity		Dominant Teacher Activity
<input type="checkbox"/> Whole class work <input type="checkbox"/> Worksheet completion <input type="checkbox"/> Independent work <input type="checkbox"/> Cooperative learning groups <input type="checkbox"/> Small group work <input type="checkbox"/> Other _____		<input type="checkbox"/> Direct Instruction (concept development) <input type="checkbox"/> Lecturing <input type="checkbox"/> Frontloading (Anticipatory Set) <input type="checkbox"/> Monitoring independent work <input type="checkbox"/> Assessment: informal formal <input type="checkbox"/> Sitting at desk <input type="checkbox"/> Other _____
CONTENT/STANDARD (WHAT are students learning)	CONTEXT (HOW are students learning/ the assignment/ artifact)	
Unit of Instruction	Intervention Programs	Behavior Standards (posted and enforced)
EFFECTIVE TEACHING PRACTICES (Mark all noted)		
<input type="checkbox"/> Standard/objective known by student	<input type="checkbox"/> Feedback on homework / Relevance	
<input type="checkbox"/> Checks for Understanding ___ Structured <input type="checkbox"/> White Boards ___ TPR ___ Random	<input type="checkbox"/> <i>Specific</i> Reinforcement and Praise	
<input type="checkbox"/> Differentiation ___ IEP Implementation	<input type="checkbox"/> Nonlinguistic Representations	
<input type="checkbox"/> ELD / SDAIE Strategies	<input type="checkbox"/> Cooperative Learning	
<input type="checkbox"/> Modalities ___ Visual ___ Auditory ___ Kinesthetic	<input type="checkbox"/> Multiple Intelligences	
<input type="checkbox"/> Bloom's Taxonomy K C A A S E	<input type="checkbox"/> Generating and Testing Hypotheses	
<input type="checkbox"/> Identifying Similarities and Differences	<input type="checkbox"/> Class walls reflect current learning	
<input type="checkbox"/> Uses PBIS Strategies	<input type="checkbox"/> Questions: Front loading, prior knowledge	
<input type="checkbox"/> Summarizing and Note Taking	<input type="checkbox"/> Organizers: Graphic/Visual/Diagram	
<input type="checkbox"/> Other: _____		
Technology:	OH/DC	PP IWB M CRS IN C DS

OH/DC Overhead/Document Cam **PP** Power Point **IWB** Interactive White Board **M** Movies / DVD / Video

CRS Classroom Response System **IN** Internet **C** Computers **DS** Distributed Sound System

ELD / SDAIE Strategies: Students Answer in Complete Sentences, Students Speaking 50% of Time, Instruction includes: Grammar and Verb Tense Study Charts, General and Content Vocabulary, Realia/Hands-on Materials/ Manipulatives, Graphic Organizers, Think Aloud, Role Playing, Total Physical Response, Total Pupil Resp