SREB

Technical Assistance Visits:
A Guide for Local Sites

HIGH SCHOOLS THAT WORK

Contents

Purpose of a Technical Assistance Visit

The *HSTW* Technical Assistance Visit (TAV) determines the extent to which a school is implementing key research-based practices and has put into place key conditions that support improved student achievement. During the three-day TAV, a team observes classrooms; reviews school data; and holds in-depth interviews with teachers, administrators, students and parents. These activities enable the team to identify promising practices, pinpoint priority improvement areas and suggest related actions. An oral report is given to the school leadership team at the conclusion of the visit. After the visit, the school receives a written report summarizing the team's findings and a number of recommended actions the school can take to address specific priority areas. The report includes an extensive list of personal contacts and materials the school can use in developing its improvement plan.

The TAV team's role is to help the site improve the quality of teaching and learning for **all** students by working with teachers, counselors and administrators to achieve the following actions:

- Raise expectations for student achievement.

- Revise what is taught.

- Change how students are taught.

- Change how the school relates to students.

- Change how teachers relate to each other.

- Change how the school communicates with parents, employers and postsecondary institutions.

- Collect and use data for making continued improvement.

The purpose of this guide is to assist the *HSTW* site coordinator, administrators and faculty in preparing for a TAV. The guide describes the role of the *HSTW* site and state coordinators, how to prepare for a visit, and what happens during and after the visit. A TAV timeline and checklist is included. Use this checklist to ensure that all preparations for the visit are completed.

Please note that state visits may vary slightly. Please work with your state *HSTW* coordinator and team leader to prepare for your visit so that specific state items can be addressed.

Technical Assistance Visit Timeline and Checklist

Use the checklist to prepare for the TAV.

A. Eight weeks in advance of the visit, the site coordinator:

- ☐ works with the state coordinator to select team members.
- ☐ invites team members to serve on the TAV team and explains the details of the visit.

B. Two weeks in advance of the visit, the site coordinator compiles the following in a notebook or folder and sends this information to SREB or the TAV team leader and to each team member:

- ☐ Team members' addresses, phone numbers, positions (See Appendix II)
- ☐ Agenda with times and locations for meetings and interviews, name of hotel where team members are staying, and any necessary maps
- ☐ Map of school(s)
- ☐ Master schedule with teachers' names (by department), classes, room numbers and bell schedule for each school involved (including any classes away from the building)
- ☐ Course enrollment by gender and ethnicity
- ☐ The school data profile, which includes *HSTW* Assessment data; state test data; the state report card, SAT, ACT and/or Advanced Placement (AP) scores; standardized test scores; failure rates by grade level in core content areas; and graduation rate data
- ☐ Course offerings, course descriptions, programs of study, etc.
- ☐ Current school improvement plan
- ☐ Annual report of the *HSTW* site, updated to the time of the site visit
- ☐ *HSTW* Career/Technical Program Evaluation Tool and Summary (one from each program area)

C. Arrangements to be made by the site coordinator prior to the visit:

- ☐ Hotel reservations for team members traveling from out of town
- ☐ Afternoon snacks for first and second days (optional)
- ☐ Coffee, juice, light morning snack for second and third days (optional)
- ☐ Information about restaurants for out-of-town team members
- ☐ Lunch and dinner for the second day (team members will need to remain on campus for meals during the second day of the visit)
- ☐ Parking instructions for team members
- ☐ Nametags for team members
- ☐ Meeting room reserved for team use
- ☐ Agenda for the team visit, including interview schedule with meeting times and places (see Appendix I and Appendix III)
- ☐ List of teachers who are absent on the second day of the visit

D. Supplies needed for the TAV team workroom:

- ☐ *HSTW* Annual report
- ☐ Graduate Follow-up Survey, if available
- ☐ Previous SREB or state TAV reports
- ☐ Student handbook
- ☐ Copies of course syllabi (one set)
- ☐ Display copy of the most recent *HSTW* Assessment report
- ☐ Display copy of academic and career/technical assessment reports
- ☐ Copies of academic and career/technical programs of study descriptions given to students and used by high school counselors
- ☐ Literature given by counselors to students to assist them in planning their high school programs of study
- ☐ Examples of students' individualized four-year education plans
- ☐ Records of joint planning sessions between academic and career/technical teachers
- ☐ Samples of quality student work in academic and career/technical courses
- ☐ Samples of assessments for academic and career/technical courses
- ☐ School Data Profile
- ☐ Copies of teacher assignments and assessments from the instructional review (See Appendix VI)
- ☐ Copies of the observation form (10 copies for each team member — See Appendix IV)
- ☐ Copies of teachers' lunch schedules, if not indicated on master schedule
- ☐ Easel with chart pad, markers and masking tape
- ☐ Self-adhesive notes
- ☐ Writing tablets, pens, highlighters and pencils
- ☐ Stapler and paper clips
- ☐ Roster and minutes of the career/technical advisory committee
- ☐ Documents that show alignment to state academic and industry standards
- ☐ Copies of training agreements with employers
- ☐ Copies of articulation agreements

E. Work with faculty to prepare an oral presentation to be conducted by the school leadership team for the TAV team. Include the following topics (*An outline of the presentation should be provided for each team member for easy reference during the visit*):

- ☐ Description of promising practices
- ☐ Specific next steps the school will take to implement the *HSTW* Goals and Key Practices
- ☐ Description of challenges faced in the implementation process

Before the Visit

SREB and state and local *HSTW* coordinators have significant responsibilities before the TAV takes place. One of the most important tasks is selecting and notifying team members.

Who selects the team?

The local *HSTW* coordinator/principal identifies and contacts representatives from the feeder middle grades school(s), business and industry, community, local board of education or legislature (if one of the latter two is to be on the team). The state *HSTW* coordinator works with the site coordinator to choose representatives from other *HSTW* sites who have depth of knowledge in core academic and career/technical fields, and who know and can recognize quality teaching and learning. The state coordinator may want to choose individuals from sites that will be undergoing a visit in the near future, especially those who are new to the effort or have done an excellent job implementing the *HSTW* design.

Who serves on the team?

Perhaps the most important component of the visit is the team members. Team members are responsible for reviewing the data and getting to know the school as well as possible before the visit. They observe classes; interview administrators, teachers, counselors and students; and help develop the site report. Team members come primarily from other *HSTW* sites in the state. The *HSTW* state coordinator will provide information and assistance to sites for selecting TAV team members. The number of team members depends on the size and number of classrooms to be visited. Six to eight team members are usually adequate, unless the school is very large or the site includes multiple schools or locations. The TAV team will include the following representatives:

- representatives from the core academic disciplines (English, mathematics, science and social studies) from visiting high schools
- a career/technical director or career/technical teacher leader from another *HSTW* site
- a visiting counselor
- a school administrator from a feeder middle grades school
- a representative from local business or the community
- a representative from the partner postsecondary institution
- a member of the local board of education (optional)
- parent(s)
- the state *HSTW* coordinator or school improvement consultant from the state department of education or from a regional service center

> **Team members need to understand and agree to the time commitment. While team members should be present for the entire visit, each team member *must be on time for the beginning meeting and remain at least through the evening of the second day.***

Who sends the list of team members to SREB?

For SREB-led visits, the state *HSTW* coordinator sends the names and addresses of all team members to SREB 30 days before each visit so SREB can distribute the necessary materials. (See Appendix II.) If the state leader does not send the list, the local site must do so within the same period. This information should be e-mailed to *HSTW* TAV@sreb.org or mailed too: *HSTW* Technical Assistance Coordinator, SREB, 592 10th St. N.W., Atlanta, GA 30318. If the visit is state-led, the list should be sent to the state coordinator leading the visit within the same time frame.

Who pays the expenses of team members?

SREB pays the expenses of its representatives. The state covers expenses of its state representative leading a visit to another state. The host site or state covers expenses of team members representing local business/industry, a postsecondary institution or another school. Specific questions regarding expenses should be directed to the state coordinator. Policies vary by state.

When are sites notified of a Technical Assistance Visit?

The state coordinator makes this decision. SREB suggests that state *HSTW* coordinators notify sites to be visited no later than the spring preceding the visit.

How long does a visit last?

Most visits begin at approximately 4 p.m., usually on a Monday or Wednesday, and end before noon on a Wednesday or Friday. However, the state *HSTW* coordinator is responsible for deciding when the visit will begin. A detailed agenda is provided in Appendix I. The local site should plan the ending time on the third day, with special attention to the superintendent's and team leader's schedules.

Who determines the agenda?

The local site coordinator should develop the agenda in cooperation with the state coordinator and team leader. The agenda should resemble the one provided in Appendix I. However, changes may be needed to accommodate local site schedules (e.g., the beginning and ending of the school day). The principal or site coordinator selects the students and teachers to be interviewed. Students and teachers will be interviewed in a **group setting**. Interview times may need to be changed, depending on the needs of the site. The purpose of these interviews is to determine accomplishments the school has made in implementing the *HSTW* design, identify next steps the school plans to take, and get input regarding challenges the school still faces to advance student achievement and completion rates. Be sure to list locations of interviews and other meetings on the agenda. ***The team leader will always interview the superintendent and students. Time should also be set aside for the team leader to talk to the principal. Share the agenda with the staff.***

Note: The superintendent's interview and students' interview should be scheduled at different times.

Preparing Administrators, Teachers and Counselors for the TAV

Preparation

Everyone in the school should be informed that a TAV team will be visiting the school and that this visit is not evaluative in nature. All administrators, teachers, counselors, parents and students should be aware that the team will be in the school and may visit any or all classrooms. Many schools hold a special faculty meeting before the visit to share the purpose of the visit and to revisit the *HSTW* Key Practices.

Observation

Classroom observations should take place during the second day. Each observation will last 10 to15 minutes. Observations will focus on teacher preparation, level of student engagement, challenging assignments given to students, and giving significance to what students see they are expected to learn. **Teachers should avoid giving tests on the days of the visit to support the team's observations.**

Interviews

Interviews will also take place on the second day and generally last 45 minutes to one hour. The team will interview **groups** of academic and career/technical teachers, a sample of seniors, counselors, district leaders and the principal. If the school has a ninth-grade academy, a sample group of academy participants also should be interviewed. The purpose of these interviews is to determine the school's accomplishments in implementing the *HSTW* Goals and Key Practices, identify next steps the school plans to take, and get input regarding challenges the school faces in advancing student achievement and completion rates. Appendix V contains interview questions for the various groups.

School Data Profile

School leaders should complete the school data profile at least two weeks prior to the visit. The profile requests recent state assessment results, ACT/SAT results, *HSTW* Assessment results, dropout rates, failure rates and additional information to help visiting members understand the school's current school improvement focus.

Instructional Review of Teacher Assignments and Assessments

In a continual effort to improve the quality of information it provides to schools, SREB will conduct an instructional review as a part of SREB-led TAVs. The review will provide schools with information on the level of assignments and assessments used in the school. SREB believes that students cannot reach proficiency unless the level of assignments and assessments reach the proficient and advanced level. The review will require some work on the part of school leaders prior to the actual visit. The process is detailed in the steps below.

1. The principal or site coordinator should forward a copy of the school's master schedule to the review leader upon receipt of this letter.

2. Your TAV leaders will select a **random sample** of classes and return the information forms indicating the classes for which the following work should be collected:

   a. Two recent assignments (from this grading period) for the class should be provided. The assignments should include a copy of the written assignment along with information sheet data that includes notes on any oral directions and a list of the state standards the assignment addresses.

b. Include the two most recent assessments (or culminating projects that result in an exam grade for a class) that include any special directions given orally or in writing and a list of the state standards the assessment addresses.

c. Teachers may include rubrics for any of the assignments or assessments, but these items are not required.

3. The principal and site coordinator should gather all requested assignments and assessments and group them by content area. These materials should be organized and placed in the TAV team workroom for the start of the visit.

Please feel free to share the rubric with teachers prior to the visit. See Appendix VI for the Instructional Review Rubric.

This process is developed to serve as a random sample and in no way should be viewed as a critique of teachers' work. The classrooms will be randomly selected while ensuring that all core content areas are represented and that the work comes from multiple class levels. Results will not include the names of teachers and will reflect only statistical information for the school's use. In addition to the analysis, high-quality examples may be noted in the Promising Practices portion of the report.

The instructional review will give teachers and leaders specific data on the level of assignments and assessments students are completing. Please contact the team leader with any questions about this process.

Career/Technical Program Evaluation Tool

The Career/Technical Program Evaluation tool is provided for schools in the data profile packet. Hold a formal meeting with all career/technical (CT) teachers and district leaders to complete the tool (self-evaluation of programs). Provide a copy of the tool to teachers in each program area and the school and district leaders. Group teachers into program area teams to assess the current status of the sequence of courses that support each program area. Each program area team will complete the Career Technical Evaluation Tool independently. Copies of the completed Career/Technical Program Evaluation Tool (for each program area) should be provided to the team leader and available in the team workroom during the visit.

During the Visit

Day One — Team/Site Orientation

The TAV team orientation begins promptly at 4 p.m. (or at an earlier time set by the state and the site). This meeting is led by the team leader and attended by team members. Site representatives do not attend; however, the local site coordinator should be present at the end of this two-hour meeting (as requested by the team leader) to answer any questions.

At 6 p.m., the TAV team conducts a 60- to 90-minute meeting with site leaders, including the principal, career/ technical director, key teacher leaders, and district leaders or others invited by the site. This meeting includes the sites presentation to the team, which may be conducted by the principal, site coordinator, teachers or students. Having the faculty present stresses the importance of the TAV. Site representatives will answer these questions in their presentations to the team:

1. Where do the school leadership and faculty stand on a functional mission to graduate students more students, and graduate them college- and career-ready?

2. What changes has the school made in school and classroom practices that have resulted in students making a greater effort to meet college- and career-readiness standards?

3. Where does the school stand in terms of achieving the *HSTW* critical goals?

    ■ Students have the academic knowledge and skills needed to meet local, state and *HSTW* achievement goals.

    ■ Eight-five percent of graduates complete the *HSTW*-recommended core curriculum and a concentration of four courses in an academic or career area.

    ■ Ninety percent of students who enter ninth grade complete high school four years later.

    ■ All students leave high school demonstrating readiness for further study or careers by earning postsecondary credit, passing college placement examinations, or earning employer certification or state licensure

4. The *HSTW* Key Practices and conditions represent a set of strategies for changing what is taught; how students are taught; what is expected of them; and how faculty relate to each other, to the school and to the home. Where does the school stand in terms of implementing the spirit of the *HSTW* Key Practices and Key Conditions?

5. What are the school's promising practices? What has been done to implement the *HSTW* framework?

6. What does the site intend to do next? What improvement actions has the school planned?

7. What major challenges does the school faces in improving the quality of student learning?

8. *HSTW* recommends schools create focus teams to shape school improvement efforts. What process has the school established to engage key members of the faculty in taking ownership of problems in the school, the gaps of achievement between certain student groups, more fully implementing the *HSTW* Key Practices and conditions, etc.?

9. How is the school creating programs of study that link high-quality career/technical studies with a solid college preparatory academic core? How are students given a chance to choose a program of study?

10. How does the district provide support to you in implementing the design?

TAV team members will then review materials individually and plan their observations and interview schedules for the next day. Sites that want to host a dinner for the team (a dinner is not required) should do so during this evening. A dinner should not be planned for the second night, unless the team leader asks for sandwiches to be served because the team will need to work late in preparing the draft report.

Day Two — Observations, Interviews and Team Debriefing

Classroom observations take place during the second day and last 10 to 15 minutes each. Interviews will be held throughout the school day and last 45 minutes to an hour. The team will interview groups of academic and career/technical teachers, a sample of seniors and ninth-graders, counselors, district leaders and the school principal.

At 3 p.m., TAV team members will meet to discuss information they have collected and observed. The team will then prepare a draft outline of the report that evening; this meeting may last until 8 p.m. or later. The team may need access to a computer lab to draft and key in the report. **Only the team leader and team members participate in the debriefing.**

Day Three — Exit

The TAV team will meet at 7:30 a.m. to review the exit report. At 9 a.m., the team will meet with the site and system leaders to discuss the report. At that time, the team leader will present an oral report including the team's findings, priorities and suggested actions for the school. Schools may want to videotape the oral report so it can be viewed later and discussed by teams of teachers. A copy of the draft report will not be left with the school.

After the Visit

Technical Assistance Visits and reports are critical components of the services provided to *HSTW* sites. The reports guide school improvement by helping school leaders change how they lead and by helping teachers change what and how they teach. They describe promising practices at the school, identify the school's priority improvement areas, and recommend actions that administrators and teachers can take to raise student achievement.

The most important aspect of a TAV report is what the school does with it. Successful schools use their reports as a vital resource document in writing, implementing, evaluating and revising their three-year school improvement plans. The following steps can assist a school in getting the most from a technical assistance report:

☐ **Make the report available to the entire faculty.** Each teacher should know what the TAV team urged the school to do.

☐ **Discuss the report.** Ask small groups of five or six teachers to meet with a facilitator and a representative of the school and district leadership team. At monthly faculty meetings or at a faculty retreat, address priority improvement areas outlined in the technical assistance report. (Since there are more groups than priority areas, some groups will work on the same priority area.) Encourage the groups to use school data in their discussions.

☐ **Reach a consensus.** Ask each small group to decide on actions that can be taken each year for the next three years. Groups addressing the same priority area should meet together to reach consensus and determine specific actions.

- ☐ **Develop a plan.** A few key members of each group will work with the school's focus teams (curriculum, staff development, guidance/public information and evaluation) to develop an improvement plan or update the existing comprehensive school improvement plan. The plan will include objectives, strategies, activities, an organizational structure, a timeline, professional development and projected costs.

- ☐ **Present the plan to the faculty, the superintendent and school board.** With their approval, school leaders and teachers can begin to implement the plan.

- ☐ **Implement the plan.** The small group of leaders/facilitators will see that the plan is carried out and will report progress at faculty meetings.

- ☐ **Evaluate and revise the plan.** Use data to determine what is working and what is not working. Ask the small group of key members to suggest ways to revise the plan for the coming year.

Process for Using the TAV Report

Ground Rules

- Everyone participates.
- Cell phones are turned off.
- Newspapers are read before and after school.
- Papers are graded after the workshop adjourns.
- Start and end on time.
- The principal leads this process.

Objective

Use the *HSTW* TAV report to help school leaders and teachers identify changes needed to achieve the *HSTW* Goals.

Step 1: Provide a copy of the TAV report to each faculty member.

Step 2: Organize faculty into focus teams. Each team will have a **team leader**, a **facilitator** and a **recorder**. The team leader is the "keeper of the vision" and plans, informs, directs, supports and evaluates the progress of the team's assignment. The team leader serves as a reporter during the whole-group sharing time. The **facilitator** keeps the discussion focused and moving along, intervenes if a discussion fragments, prevents anyone from being dominant or passive, and brings discussions to a close at the end of the allotted time. The **recorder** takes notes during discussions and records agreements and actions.

Step 3: Divide the priority areas among the teams by matching the priority area to the charge of a particular team/committee. For example, if there is a priority area on aligning curricula to standards, assign it to the curriculum team.

Step 4: Have each team look at the recommended action steps and identify two that could be accomplished in years one, two and three (See Chart 1).

Step 5: Teams work through the process of developing implementation strategies (See Chart 2).

Step 6: Break-Through Strategy — In the upper right corner of a piece of chart paper, have each team write the names of their members. On the chart paper, the recorder will create three columns:. Me, School Leadership Team, Total Faculty.

Step 7: What does all of this mean? (Each person responds to each question individually.)

- What can I personally do to implement the strategies? (Write on two adhesive notes and put one in lesson plan as a daily reminder and the other on the chart.)

- What can the school leadership team do to implement the strategies? (Write on an adhesive note and put it on the chart.)

- What can the total faculty do to implement the strategies? (Write on an adhesive note and put it on the chart.)

ME	SCHOOL LEADERSHIP TEAM	WHOLE FACULTY

Hang the chart on the wall after the group has finished. The leadership team will synthesize the big ideas and share with the total faculty. The strategies should become a part of the school improvement plan.

Chart 1: Prioritizing TAV Report Action Steps

School: _____

Committee: _____

Chair: _____

Priority Area: _____

Supporting Data: _____

Action Steps	Year 1	Year 2	Year 3

Chart 2: Implementing Action Steps

School: _____

Committee: _____

Chair: _____

Priority Area: _____

School Improvement Goal: _____

Action Step: _____

Measurable Objective: _____

Supporting Data: _____

Select the two highest priority actions steps for Year One. Place each action step on a separate chart. As a group, determine the implementation steps to achieve the action step this year.

Implementation Steps	Persons Involved	Deadline	Resources Needed to Complete Tasks	Monitoring Process (Accountability)	Staff Development

HSTW Technical Assistance Visit Sample Agenda

Day One

3 p.m. – 4:30 p.m.	Visiting team member orientation with the team leader (Allow an hour and a half for this meeting.)*
4:30 p.m. – 5:30 p.m.	Presentation to the visiting team (typically will last an hour to an hour and a half)*
5:30 p.m.	Dinner with host team and visiting team (optional)

* The order of these two sessions may be swapped to allow for host team members to present; however, the team leader will need 10 minutes with the team before the host team's presentation.

Day Two

7: 30 a.m. – 8 a.m.	Team assignment/clarification meeting (this session should be scheduled to start 30 minutes prior to the start of the school day at the center; this agenda assumes a school day of 8 a.m. to 3 p.m.)
8 a.m. – 3 p.m.	Classroom observations
8 a.m. – 9 a.m.	Interview 1 — provide location Interview 2 — provide location
9 a.m. – 10 a.m.	Interview 3 — provide location Interview 4 — provide location
10 a.m. – 11 a.m.	Interview 5 — provide location Interview 6 — provide location
12 p.m. – 12:45 p.m.	Lunch (on-site) — provide location
1 p.m. – 2 p.m.	Interview 7 — provide location Interview 8 — provide location
2 p.m. – 3 p.m.	Interview 9 — provide location Interview 10 — provide location
3 p.m. – 8 p.m.	Team debriefing (outline promising practices, priority areas and actions)
6 p.m.	Light dinner (working dinner provided in the workroom)

* Interview schedules do not need to be set on the hour as represented in the sample above; interviews should utilize times associated with instructional periods. Lunch should be during the time that students are transitioning or during the student lunch period. Classroom observations will occur throughout the entire school day; team members who are not assigned to an interview will be observing classrooms.

Suggested interview groups include:

- ☐ School superintendent and board member(s)
- ☐ High school principal and/or administrative team
- ☐ District or site director of career/technical education
- ☐ Randomly selected career/technical instructors (five or six)*
- ☐ Randomly selected academic instructors (five or six)*
- ☐ Group of eight to 10 seniors (randomly selected to include academic and career/technical students)
- ☐ Group of eight to 10 ninth-graders (optional)
- ☐ Guidance staff
- ☐ Parents

* *Please remember that interviews will last approximately one hour. Interview groups should be limited to eight to 10 individuals.*

DAY THREE

7:30 a.m. – 9 a.m.	Visiting team will review the exit findings from the debriefing.
9 a.m. – 10:30 a.m.	Exit presentation to the center's leadership team
10:30 a.m.	Closing questions/adjourn

School Contact Information and TAV Team Member List

The site coordinator will complete the following two pages and send them to SREB BEFORE the visit takes place. Include a final corrected copy (if necessary) with the written report. The form should be e-mailed to HSTWTAV@sreb.org or mailed to:

Coordinator, Technical Assistance Visits
Southern Regional Education Board
592 10th St. N.W.
Atlanta, GA 30318

HSTW *School Contact Information*

School: _____

School Address: _____

Principal: _____

Primary Phone Number: _____ E-mail: _____

Alternative Phone Number: _____ Fax Number: _____

Site Coordinator: _____

Primary Phone Number: _____ E-mail: _____

Alternative Phone Number: _____ Fax Number: _____

District Superintendent: _____

Central Office Address: _____

Primary Phone Number: _____ E-mail: _____

HSTW *Technical Assistance Visit Team Member List*

	NAME	SCHOOL / ADDRESS	E-MAIL	PRIMARY PHONE NUMBER
PRINCIPAL				
ENGLISH TEACHER				
MATHEMATICS TEACHER				
SCIENCE TEACHER				
CT DIRECTOR				
CT TEACHER				
MIDDLE GRADES ADMINISTRATOR				
POSTSECONDARY REPRESENTATIVE				
LOCAL BUSINESS REPRESENTATIVE				
PARENT				
SCHOOL BOARD MEMBER				
STATE COORDINATOR				

Please return to SREB and send a copy to your team leader.

Interview Schedule and Participants

Directions: Use the following table to plan interviews for the visit. Be sure to secure locations for each interview. The guidance staff and administrative interviews may be held in the offices of those interviewed. Department heads may be included in the administrative interview. Locations for the student and teacher group interviews should provide an environment that will allow participants to respond freely. Many schools use a conference room or classroom for these interviews. Please note that if you are using a teacher's classroom during his or her planning period, the teacher should be asked to leave the room during the interview (unless selected to participate in the interview).

	TIME	LOCATION	SELECTED PARTICIPANTS
ACADEMIC TEACHERS			
CAREER/TECHNICAL TEACHERS			
NINTH-GRADE STUDENTS (OPTIONAL)			
12TH-GRADE STUDENTS			
GUIDANCE STAFF			
CAMPUS ADMINISTRATION			
DISTRICT-LEVEL ADMINISTRATION			
PARENTS			
LOCAL BUSINESS REPRESENTATIVES			

Classroom Observation Form

The purpose of the classroom observation is to determine, in a 10- to 15-minute snapshot, the degree to which students are actively engaged in learning challenging content. Given the short window of observation, this form must be brief, while encouraging the observer to note key characteristics of the instruction that support student achievement. Space is provided for running notes and for reflection on the quality of the learning environment following the observation.

There are many factors that contribute to a well-managed and well-planned lesson. To address them all would result in a form of many pages and an observation that lacks focus. This form encourages the observer to look specifically at the quality of work through items that support student achievement. In addition, the observer is asked to describe several aspects of the classroom environment.

The form is designed to emphasize the learning that is taking place in the classroom.

- **The focus of the form is on the students' experiences in the classroom.** It is a "moment in time" assessment of what is actually happening. *This is not an evaluation of individual teachers.* For example, there are no items related to teacher planning. While it is important for teachers to plan lessons in advance, planning alone does not guarantee student learning. The teacher's ability to engage students in learning is a more significant factor and can be observed in the classroom.

- **This form describes the quality of the learning experience rather than the specific method used.** This is not an assessment of particular teaching methods, although some methods such as cooperative learning or project-based learning may indeed lead to improved student learning. For example, the form asks if students are engaged in substantive interaction about the content of the lesson. Students could be interacting in groups or in a well-designed discussion involving the whole class.

- **The physical environment and the resources available in the classroom are viewed only as they impact student learning.** Technological tools may be readily available in the classroom, but it is important to note how they are being used to enhance student learning.

- **This form attempts to describe the quality of work in which students are engaged.** It is more than an assessment of whether students are on task. Observers should be concerned with the nature of the task and whether or not students are encouraged to think deeply about the content of the lesson. For instance, student reading should include evidence that the students understand what they are reading.

- **This form does not address all relevant data from the classroom.** Some data may be difficult to obtain during an observation; some issues may be better explored through questions during student or teacher interviews. For example, students should be asked whether or not they are aware of the standards for quality work and opportunities for extra help. Teachers should be asked about professional development opportunities and ways these opportunities have supported fundamental changes in classroom practice.

Further evidence of student experiences can be collected, if doing so does not interfere with teaching and learning. Beyond the actual observation of classroom events, the observer can ask the teacher, if the opportunity arises, for samples of student work, a copy of the course syllabus, copies of recent assessments or copies of end-of-course exams. These offer further evidence of how the teacher engages students in learning.

> ****** *Please make at least 10 copies of the following observation form for each visiting team member. Each team member will also need one copy of the Observation Summary Form.*

Classroom Observation Form

Observation Time: Opening _____ Middle _____ Closing _____

Course/Level: _____ Class Size _____ Male _____ Female _____

Ethnicity:

White	Black	Hispanic	Asian American	Native American	Other
_____	_____	_____	_____	_____	_____

CLASSROOM OBSERVATION FORM	DESCRIPTIONS / COMMENTS
Evidence of emphasis on literacy ___ Use of reading-to-learn strategies ___ Use of writing-to-learn strategies ___ Student presentations using set criteria ___ Evidence of reading both in and out of school	Describe the classroom activities or assignments requiring students to read, write and/or present.
Evidence of emphasis on numeracy ___ Use of real-world problems ___ Use of problems with many possible answers ___ Use of graphs, charts and tables	Describe classroom activities or assignments that highlight the mathematical skills associated with the lesson.
Evidence of emphasis on integration ___ Cross-curricular connections ___ Interdisciplinary unit ___ Application of skills/content learned in other classes	Describe any other integrated content observed in the lesson, including integration of content from elective courses.
Evidence of emphasis on state/national standards ___ State standard or essential questions posted ___ Learning objective posted ___ Learning outcomes described by teacher	What content standard or objective was addressed with this lesson? In your professional opinion, was the content at or above grade level?
Classroom Environment ___ Student work displayed ___ Evidence of rubrics ___ Print-rich environment ___ Availability of technology	Briefly describe the classroom environment. Describe the classroom setup (rows of desks, clusters or tables).
Teacher Actions ___ Lecture ___ Teacher-led instruction/discussion ___ Teacher modeling with student practice ___ Teacher works with individual students ___ High-level questioning	Briefly describe what the teacher was doing and the teacher's location during your time in the classroom.
Student Actions/Activities ___ Bell ringer/warm-up activity ___ Project/problem-based learning ___ Lab/hands-on student work ___ Using technology ___ Cooperative group work ___ Students working with partners ___ Students making presentations ___ Drill/worksheet/text seat work	Briefly describe what students were doing during your time in the classroom.

Summary of Observation:

RIGOR/CHALLENGE OF WORK	☐ Basic	☐ Proficient	☐ Advanced
ENGAGEMENT OF STUDENTS	☐ Low (Compliant)	☐ Medium	☐ High

Observation Summary Form

Team Member Name: _____ **Total # of Observations:** _____

Directions: Use your completed individual observation forms to complete the following table. This information provides quantifiable information about the current state of classroom practices and engagement. To save time, complete the sections of this form as you exit each class. You will be asked to provide your specific numbers and examples at the beginning of the debriefing session on Day Two of the visit. This form will also be collected by your team leader.

1. **Content:** Did the class reflect content that is consistent with state grade-level curricula? According to proficiency descriptors, would you classify the content of the lesson as Basic (B), Proficient (P) or Advanced (A)?

B	**P**	**A**
(approaching grade level)	**(grade level)**	**(above grade level)**

2. **Engagement:** Were class activities student-centered? Consider if learning activities required students to make presentations, work in cooperative groups and perform real-world tasks. Was instruction teacher-led, (lecture, questions and answers, textbook-based) or student-centered (interactive, every student was actively involved)?

L	**M**	**H**
(compliant/passive)	**(moderately engaged)**	**(very engaged)**

3. **Classroom Environment:** Were students sitting in rows or in groups? Did students have access to technology? Did the classroom have resource materials (books, magazines, maps, globes, artifacts, etc.)? Was student work posted? Did the teacher post a daily objective?

Seating	**Use of Technology**	**Reading Resources**	**Student Work Posted**	**Daily objective posted**
Rows	Teachers			
Groups	Students			

Best Lesson: In two or three sentences, please describe the best lesson that you saw at this school.

Concerns: List your key concerns for the school below.

Interview Questions

Superintendent Interview Questions

1. What is the district's vision for the school? Describe what the school will look like in five years.

2. What current plan does the district have for implementing improvements at this school? How does the district drive school improvement efforts at the school?

3. How are stakeholders, including teachers and school leaders, involved in identifying improvement goals for the district and developing plans to meet the goals?

4. How do you and the board support the principal and teachers in making these changes? Does the school have the authority to set its own organizational structure and schedule to improve instruction? Would the board/district support the elimination of low-level courses and the implementation of teacher-based advisory programs?

5. How is data used to develop strategies to maintain strengths and address challenges? How is data collected showing who is or is not learning and why?

6. What steps has the district taken to support the improvement of instruction and student achievement at the school? (Example: Has the district conducted system-wide curricular alignment to state, high school readiness and national content standards?) What opportunities do the school and district provide for teachers to work together to improve teaching and learning? Does the district support vertical team meetings so that teachers can develop criteria and benchmarks by grade levels in all subjects? What additional collaborative opportunities exist for teachers?

7. Describe professional development opportunities provided by the district over the past three years. How does professional learning at the school- and district-level emphasize both content and pedagogy of teaching for learning? How is effective implementation of new practices by teachers documented?

8. How does the school create opportunities for parents and families to learn about and become involved in curricular and instructional activities in school?

9. What further changes would you like to see implemented? How can *HSTW* assist you in meeting these goals?

School Administrator Interview Questions

1. What have been your major accomplishments in impacting student achievement and graduation rates? What have been your major accomplishments in implementing the *HSTW* Key Practices?

2. What major challenges do you and the school face in fully achieving the *HSTW* Goals?

3. How have you engaged the faculty in continuous improvement efforts?

   - Describe how often and how effectively your teachers work together. How often do departments hold formal meetings to review and revise the curriculum? How often do your teachers meet in interdisciplinary teams to review school improvement actions? How are these teams formed?

   - Do teachers meet to frequently review assignments, student work and assessments to determine if they expect students to learn at the Proficient level? How do you support teachers to define Proficient-level work?

   - How do teachers work together to analyze teacher-made assessments to ensure that they reflect both state standards and appropriate grade-level work?

4. What grade level or group of students have you identified as a priority at this school? Why was this group identified? What programs or activities are you implementing to address this group's needs? (Probe: ninth-grade bulge, 10th- grade dropouts, etc.)

5. Is there a program that ensures all students who have a grade below "B" have access to and receive extra help? If so, describe this program. If not, describe extra-help opportunities or the pyramid of interventions at this school.

6. How do you involve parents and students in the school improvement process?

7. How have you worked with teachers to align instruction to state standards? How do you support teachers in addressing these standards within the classroom? (Probe: development of a curriculum framework, course syllabi, analysis of student work, common end-of-course exams and units of study).

8. What actions have been implemented to address the quality of instruction across the campus? What type of staff development has been provided to improve teaching and learning? What types of follow-up activities are used to ensure that staff development topics are used in the classroom?

9. How have you worked with teachers to integrate literacy and numeracy across the curriculum?

10. How do you use data to evaluate the school's academic and career/technical programs? How do you assist your teachers in using school data?

11. What actions have you taken to create a culture of high expectations in the school?

12. What processes do your career/technical teachers use to highlight academic content in daily lessons and assessments?

Student Interview Questions

1. How would you describe your high school to a friend?

2. In which class do you learn the most and why?

3. Describe the one assignment in high school that you did your best work on, that you worked the hardest on and that you are most proud of. What factors caused you to do your best work on that assignment?

4. How do teachers communicate the amount and quality of work necessary to earn an A or B? (Probe: syllabus, scoring guides, rubrics, student work samples, etc.).

5. Are you allowed to redo your work until it meets standards? If yes, describe the process.

6. If you are struggling with the concepts in a class, describe any form of extra help that is available to you. Is it required? What opportunities do you have to make up (earn) credits if you have fallen behind? (Probe: credit recovery options).

7. How many books have you read this year in English class?

   - What type of reading assignments do you have in other classes?
   - Describe any writing assignments that you are given outside of English class.
   - How often are you required to make oral presentations? In which classes?
   - Do you have an annual research paper assignment? Describe it.

8. Describe a typical day in your mathematics and science classes.

9. Have you been assigned an adviser or mentor? If yes, describe how that mentor or adviser works with you.

10. When did you develop a career plan (five-year plan)? (A five-year plan is completed at the end of eighth grade and provides an outline of the courses that students will take throughout high school based on the student's career interest area.) How often is it reviewed? How are your parents and teachers involved in course selection and planning activities?

11. Describe what you will do after graduation. What kind of training or advanced certifications will you need to be successful in your future career?

12. Are any of you enrolled in a career/technical program?

13. Are you required to take a industry certification exam upon completion of the program (A+ Networking, Cisco, CNA, etc.)? Are you taking classes that would allow you to earn postsecondary credit while in high school? If so, which courses will allow you to do this?

14. Describe one change you would make in this school that would motivate students like you to work harder, achieve at higher levels and be more motivated to learn.

Ninth-Grade Student Interview Questions

1. Describe your school.

2. Do you believe you were prepared to do high school work successfully? Why or why not?

3. What do you wish your middle grades school had done differently that would have better prepared you for high school?

4. Describe any activities that you participated in to assist you in adjusting to high school (Probe: orientation, parent/student night, ninth-grade study skills class, etc.).

5. Describe your ninth-grade English and mathematics courses.

6. In which class do you learn the most and why?

7. How many books have you been assigned to read during school hours/class time? Outside school hours?

8. How do teachers communicate the amount and quality of work you will need to submit to earn an A or B? (Probe: syllabus, scoring guides, rubrics, student work samples, etc.)

9. Describe a project or activity that you completed that was graded by two or more of your teachers. Describe other challenging projects that you have completed this year.

10. Do your teachers work together? Explain why you think they do or do not.

11. If you are struggling with the concepts in a class, describe any form of extra help that is available to you. Is it required?

12. Are you required to take a support class that focuses on study skills, note-taking and time-management skills? If so, describe.

13. Have you been assigned an adviser or mentor? If yes, describe how that adviser or mentor works with you.

14. When did you develop a career plan (five-year plan)? How often is it reviewed? How are your parents and teachers involved in the career-planning process?

15. Describe one change you would make in this school that would motivate students like you to work harder, achieve at higher levels and be more motivated to learn.

Academic Teacher Interview Questions

1. What major accomplishments have you and your school made in the drive to improve student achievement and high school completion rates? What major accomplishments have you made in implementing the *HSTW* Key Practices?

2. What major challenges do you and your school face in meeting the *HSTW* Goals?

3. Describe how you are using *HSTW* to make improvements in teaching and learning.

4. Describe one example of students working hard in your class to demonstrate quality learning.

5. Describe when and how you work with other teachers: a) on improving curriculum and instruction; and b) on planning and implementing school improvement actions? (Probe: departmental meetings, interdisciplinary focus groups, preparing common syllabi, creating common assessments, working in departments to review data, etc.)

6. How has your school gone about getting all faculty involved in *HSTW*?

7. How often do you work with other teachers to review student work? What types of activities are you involved in to analyze student assignments, lessons, projects, rubrics and other instructional materials to define what A or B work would look like for your campus?

8. Describe staff development at your school. How has staff development changed your instruction? What types of follow-up activities are used to implement strategies you learned in staff development sessions?

9. How does the principal engage all of the faculty in using data to evaluate the school's academic and career/technical programs? How are data used to identify gaps in achievement, curriculum and instruction?

10. Describe how students get extra help if they are not meeting standards.

11. How have school and district leaders supported improvement efforts at the school?

Career/Technical Teacher Interview Questions

1. Why do you have the career/technical programs that you currently offer?

2. What data do career/technical teachers examine, and how is data used to make changes in curricula and/or instruction?

3. How are career/technical programs of study communicated to middle grades and high school students (brochure, Web site, open house, etc.)? Have middle grades and high school teachers and students toured the career/technical facilities?

4. When do most students start taking career/technical courses to support their programs of study? How many ninth-graders are currently enrolled in career/technical courses? What actions are you taking to engage students in career/technical studies upon entering high school?

5. Describe one lesson or series of lessons in which you successfully embedded academic content in an assigned project or major work-simulation task. How did you evaluate students on this assignment? How did you evaluate students' understanding of both the academic and career/technical skills needed to complete the assignment?

6. Have teachers established major course goals that specify technical and academic knowledge and skills students will acquire in career/technical courses? If so, how are goals communicated to counselors, teachers, parents and students?

7. How is technical literacy integrated into career/technical courses? How are career/technical teachers integrating reading and writing into the career/technical curriculum? What training have you had in engaging students in reading for technical fields?

8. Have career/technical courses been aligned to mathematics and science standards so that teachers are using common vocabulary? Describe the process used or any plans in place to do this.

9. Are career/technical teachers and career/technical programs certified? Describe career/technical certifications and identify student certification opportunities.

10. Are students' work-based learning experiences connected to their career goals? Are there established policies and practices for career/technical work-based learning? Explain.

11. How do career/technical programs prepare students to be successful on industry certification exams?

12. Are career/technical teachers involved in focus teams that address school improvement goals? If so, briefly describe the focus teams and efforts undertaken or planned.

Counselor Interview Questions

1. Describe how you are using *HSTW* to improve the guidance and advisement process. What specific changes have occurred in guidance and advisement as a result?

2. What major challenges do you and your school face in fully achieving the *HSTW* Goals and Key Practices?

3. Do all students have adult advisers who stay with them through all four years of high school?
   - Describe any advisory sessions.
   - What types of curricula or resources are used to support your advisory program?

4. How do you involve parents in the guidance and advisement process? Are parents required to meet with you and/or the student's adviser before class registration?

5. How does the career-planning process address students' career aspirations?

6. How does the guidance office work with administrators and teachers to increase the percentage of students who complete a challenging program of studies and the *HSTW*-recommended core)?

7. How do you use data to help plan students' programs of study? How are students encouraged to complete a concentration?

8. How many students take advantage of dual credit courses? How do you promote these options with students?

9. What resources (career pathway brochures, course catalogues, course sequence outlines, etc.) do you use to communicate expectations for completing a program? How do you work with teachers to push students to earn an industry certification (when available)?

10. How do you help students see the relationship between the courses they take and their future plans?

Postsecondary Representative Interview Questions

1. Describe the partnership that your campus has with this high school.

2. Which programs do students from this high school currently enroll in? Do students have an opportunity to earn credits (working with your campus) before they graduate from high school? If so, which courses provide these opportunities?

3. Describe the available opportunities for your teachers and teachers from the high school to work together to review and align curricula.

4. How many students coming from the high school are required to take remedial course work on your campus? Which remedial courses do these students typically need?

5. Describe any activities or events that expose students to programs that your campus will support after they graduate from high school.

6. How can the high school work with your campus to expand opportunities for students?

Business/Industry Representative Interview Questions

1. How would you describe a graduate from this high school to a potential employer in your career area?

2. Is there a business/steering committee in place to give the school advice on students' program and technology needs? Name activities in which the steering committee has participated over the past school year.

3. How are you helping teachers and administrators set higher standards for students?

4. How does your company recognize high achievement by students?

5. Does your company request school information such as attendance records, transcripts and student portfolios as criteria for hiring students? If so, explain.

6. Is the work experience at your business a learning experience? For example, do students learn various aspects of running a business? Do you use job rotation and have students' complete progressively more complex tasks? Do students learn to make choices by learning more about different occupations? Is there a work site mentor?

7. Do you provide mentoring and tutoring opportunities?

8. Have you had any opportunities to:

   ▪ provide information and activities to prepare students for challenging careers?

   ▪ partner with schools and teachers to improve student's academic and technical knowledge?

- provide educators, students and parents with specific information about the preparation needed to advance in the industry?
- provide students with quality workplace learning opportunities?

9. How often do you get to interact with students, either observing a class or making a presentation as a guest speaker?

10. How can the school better prepare students to work in your program area?

Parent Interview Questions

1. What evidence do you have that your child completes high-quality work while in high school?

2. How have you helped your child select courses to take during high school? What information is provided to assist you and your child to plan for next steps after graduation?

3. Has your child received information about high school graduation requirements and further study or work?

4. How did the high school help your child adjust to a new learning environment and campus expectations (middle grades to high school transition)?

5. What opportunities do you have to meet/talk with your child's teachers or come to the campus to see what your child is doing?

6. How often are parents required to meet with teachers or guidance counselors?

7. How do teachers and campus leaders communicate with parents? How do you learn about school-related events and opportunities? (Probe: newsletter, Web site, online grading system, etc.)?

8. Does the school emphasize a few important school rules and enforce them consistently and fairly for all students?

9. Do adults in this school communicate high expectations for all students? How? How much homework does your child typically have? Is he or she required to complete a research paper?

10. How would your child get extra help if he or she were struggling in a class?

11. Is your child required to read outside of class? How much? Give examples.

12. How does the school involve parents and students in improvement activities?

13. Give an example of a high-quality project or assignment that your child was required to complete.

14. How can teachers and school leaders improve the relationship and communication with parents?

Instructional Review Rubric

National Assessment of Educational Proficiency (NAEP) proficiency levels provide information about what students should know and be able to do within a given subject area. NAEP items that illustrate various achievement levels are selected based on probability estimates of student performance for a given item within established score-scale ranges. For the purpose of this classification exercise, assigning questions into one of three proficiency levels is based on understanding and projecting the meaning of the proficiency level descriptions, rather than through a NAEP-style statistical analysis.

Basic-level assignments and questions focus on the two lowest levels of Bloom's Taxonomy: Students recall facts; make simple inferences or interpretations; demonstrate a rudimentary understanding of terminology, principles and concepts that underlie the field; and are able to make only direct connections between content and personal experience. Basic-level work requires students to:

- identify some parts of physical and biological systems.
- recognize relationships presented in verbal, algebraic, tabular and graphical forms.
- answer who, what, where and when questions.

Assignments that require students to remember information or make simple explanations are at the Basic level.

Proficient-level assignments and questions focus on the two middle levels of Bloom's Taxonomy. Students are required to use analytical skills, draw reasonable conclusions, and make appropriate conjectures or inferences by applying logical reasoning on the basis of partial or incomplete information. Proficient-level work requires students to:

- defend ideas and give supporting examples.
- understand algebraic, statistical, and geometric and spatial reasoning that is relevant to the field.
- apply scientific and technical principles to everyday situations.
- judge and defend the reasonableness of answers or solutions to problems that routinely occur in their chosen technical field.

Proficient-level questions and assignments require students to apply and analyze information learned.

Advanced-level assignments and questions focus on the two highest levels of Bloom's Taxonomy. Students formulate generalizations, synthesize ideas and create models through probing examples and counterexamples. Advanced-level work requires students to:

- communicate their ideas and reasoning through the correct use of concepts, symbolism and logical thinking.
- design and apply procedures to test or solve complex, real-world situations.
- develop thorough, thoughtful and extensive written responses.

Advanced-level questions and assignments require students to evaluate and create work.

The attached rubric provides leaders with each of the following:

- The three NAEP levels
- The old and new Bloom's Taxonomy levels
- Sample verbs used for that level of questions
- Sample question stems
- Potential assignments

Leaders should not consider this an all inclusive group and will have to make judgments as to the appropriate level based on examples provided.

Instructional Review Rubric

BASIC	
KNOWLEDGE	COMPREHENSION
REMEMBERING	EXPLAINING
USEFUL VERBS	USEFUL VERBS

Knowledge — Useful Verbs		Comprehension — Useful Verbs	
tell	write	explain	predict
list	find	interpret	restate
describe	state	outline	translate
relate	name	discuss	compare
locate		distinguish	describe

SAMPLE QUESTION STEMS FOR ASSESSMENTS	SAMPLE QUESTION STEMS FOR ASSESSMENTS
What happened after…? How many…? Who was it that…? Name the… Describe what happened at… Who spoke to…? Tell me why… Find the meaning of… What is it…? Which is true or false…?	Write in your own words… Write a brief outline… What do you think could have happened next? Who do you think…? What was the main idea? Who was the main character? Distinguish between… What differences exist between…? Provide an example of what you mean by… Provide a definition for…

POTENTIAL ASSIGNMENTS AND PRODUCTS	
▪ List the story's main events ▪ Make timeline of events ▪ Make a facts chart ▪ List any pieces of information you can remember ▪ Recite a poem ▪ List all the animals in the story ▪ Make a chart showing… ▪ Remember an idea or fact ▪ Question and answer sessions ▪ Workbooks and worksheets ▪ Remember things read, heard, seen ▪ Information searches ▪ Reading assignments ▪ Drill and practice ▪ Finding definitions ▪ Memory games quizzes	▪ Forming relationships (analogies, similes) ▪ Predicting effects of changes ▪ Dramatization ▪ Peer teaching ▪ Show and tell ▪ Estimating ▪ Story problems ▪ Cut out or draw pictures to show a particular event ▪ Illustrate the main idea ▪ Make a cartoon strip showing the sequence of events ▪ Write and perform a play based on the story ▪ Retell the story in your own words ▪ Paint a picture of some aspect of the story you like ▪ Write a summary of the event ▪ Prepare a flow chart to illustrate the sequence of events

Instructional Review Rubric

PROFICIENT

APPLICATION	COMPREHENSION
APPLYING	EXPLAINING

USEFUL VERBS		USEFUL VERBS	
solve	construct	analyze	categorize
show	complete	distinguish	identify
use	examine	examine	explain
illustrate	classify	compare	separate
calculate		contrast	advertise
		investigate	

SAMPLE QUESTION STEMS FOR ASSESSMENTS	SAMPLE QUESTION STEMS FOR ASSESSMENTS
Do you know another instance where…?	What was the underlying theme of…?
Could this have happened in…?	What do you see as other possible outcomes?
Group by characteristics such as…	Why did…changes occur?
What factors would change if…?	Compare your…with that presented in…
Apply the method used to some experience of your own…	What must have happened when…?
What questions would you ask of…?	How is…similar to…?
From the information given, develop a set of instructions about…	What are some of the problems of…?
Would this information be useful if you had a…?	What was the turning point in the story?
Which event could not have happened if…?	What was the problem with…?
If…happened, what might the ending have been?	
How was this similar to…?	

POTENTIAL ASSIGNMENTS AND PRODUCTS

- Construct a model to demonstrate how it will work
- Make a diorama to illustrate an important event
- Compose a book about…
- Make a scrapbook about the areas of study
- Make a papier-mâché map showing information
- Make a puzzle game using ideas from the study area
- Make a clay model of…
- Paint a mural
- Design a market strategy for your product
- Design an ethnic costume
- Use knowledge from various areas to find solutions
- Role playing/role reversal
- Producing a newspaper, stories, etc.
- Interviews
- Experiments
- Solving problems by use of known information
- Practical applications of learned knowledge

- Suggest actual uses of ideas
- Design a questionnaire to gather information
- Make a flow chart to show critical stages
- Write a commercial for a new or familiar product
- Review a work of art in terms of form, color and texture
- Construct a graph to illustrate selected information
- Uncover unique characteristics
- Distinguish between facts and inferences
- Evaluate the relevancy of data
- Recognize logical fallacies in reasoning
- Recognize unstated assumptions
- Analyze the structure of a work of art, music or writing
- Compare and contrast
- Attribute listing
- Construct a jigsaw puzzle
- Analyze a family tree showing relationships

Instructional Review Rubric

ADVANCED	
SYNTHESIS	EVALUATION
CREATE	EVALUATE
USEFUL VERBS	**USEFUL VERBS**

create	design	design	verify
invent	imagine	imagine	argue
compose	improve	improve	discuss
predict	propose	propose	determine
plan	devise	devise	prioritize
construct	formulate	formulate	

SAMPLE QUESTION STEMS FOR ASSESSMENTS	SAMPLE QUESTION STEMS FOR ASSESSMENTS
Design a…to… What is a possible solution to…? What would happen if…? If you had access to all resources, 　　how would you deal with…? How would you design your own way to…? How many ways can you…? Create new and unusual uses for… Develop a proposal which would… How would you compose a song about…?	Write a new recipe for a tasty dish… Is there a better solution to…? Judge the value of… Defend your position about… Do you think…is a good or bad thing? Explain… How would you have handled…? What changes to…would you recommend? Are you a…person? Why? How would you feel if…? How effective are…?

POTENTIAL ASSIGNMENTS AND PRODUCTS	
■ Invent a machine to do a specific task ■ Design a building ■ Create a new product, give it a name and plan a 　　marketing campaign ■ Write your feelings in relation to… ■ Write a TV show, play, puppet show, song, or pantomime 　　about… ■ Design a record, book, or magazine cover for… ■ Create a language code ■ Sell an idea to a billionaire ■ Compose a rhythm or put new words to a known melody ■ Hypothesize ■ Write a creative story, poem or song ■ Propose a plan for an experiment ■ Integrate the learning from different areas into a plan for 　　solving a problem ■ Formulate the new scheme for classifying objects	■ Identify goals and objectives ■ Show how an idea or product might be changed ■ Prepare a list of criteria to judge… ■ Conduct a debate about an area of special interest ■ Make a booklet about five rules you value ■ Make judgments about data or ideas based on either 　　internal or external conditions or criteria ■ Accept or reject ideas based on standards ■ Judge the logical consistency of written material ■ Judge the adequacy with which conclusions are supported 　　with data ■ Judge the value of a work of art, music or writing by using 　　internal criteria or external standards of excellence ■ Generate criteria for evaluation ■ Evaluating one's own products and ideas ■ Form a panel to discuss a topic and state criteria ■ Write a letter advising changes needed…

Information Sheet for Assignments and Assessments

(Provide to each teacher selected to participate in the instructional review.)

Course: _____   Section Number or Period: _____

Level of Course: _____

Teacher (Only needed if required for identification of the specific section):

_____

ITEM	DATE	ORAL DIRECTIONS (IF GIVEN)	STATE STANDARDS	RUBRIC
ASSIGNMENT #1				☐ Attached ☐ Given to students (not enclosed) ☐ No rubric
ASSIGNMENT #2				☐ Attached ☐ Given to students (not enclosed) ☐ No rubric
ASSIGNMENT #3				☐ Attached ☐ Given to students (not enclosed) ☐ No rubric
ASSIGNMENT #4				☐ Attached ☐ Given to students (not enclosed) ☐ No rubric

Southern Regional Education Board
Goals for Education

1. All children are ready for the first grade.

2. Achievement in the early grades for all groups of students exceeds national averages and performance gaps are closed.

3. Achievement in the middle grades for all groups of students exceeds national averages and performance gaps are closed.

4. All young adults have a high school diploma — or, if not, pass the GED tests.

5. All recent high school graduates have solid academic preparation and are ready for postsecondary education and a career.

6. Adults who are not high school graduates participate in literacy and job-skills training and further education.

7. The percentage of adults who earn postsecondary degrees or technical certificates exceeds national averages.

8. Every school has higher student performance and meets state academic standards for all students each year.

9. Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.

10. Every student is taught by qualified teachers.

11. The quality of colleges and universities is regularly assessed and funding is targeted to quality, efficiency and state needs.

12. The state places a high priority on an education system of schools, colleges and universities that is accountable.