

2010-2011 Three-day Visit HANDBOOK

Collaborative Benchmark Assessment



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NEW JERSEY DEPARTMENT OF EDUCATION

Office of Student Achievement and Accountability
Division of Student Support

HANDBOOK

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Purpose

- Conduct a focused visit tailored and customized to the school needs—determined by current data.
- Review the implementation of the CAPA recommendations and restructuring plan in action—keeping to the fidelity of implementation.
- Jointly (with the school and district) perform: data and root cause analysis, problem solving, root cause, decision making, and planning.
- Focus on governance.

Internal/External Team Composition and Assignments

	EXTERNAL TEAM	INTERNAL TEAM	STANDARD	RESTRUCTURING
1	Team Leader	District Liaison	7 5 Indicators	Form A, Form B, Form C, Form D, Form E, Form F, Form G, Form P & Action Plans
2	Principal	Principal	7 5 Indicators	Form A, Form B, Form C, Form D, Form E, Form F, Form G, Form P & Action Plans
3	Language Arts Literacy	Language Arts Literacy	1-3 & 6 8 Indicators	Form G, Form H, Form J, Form L, Form M, Form N, Form O
4	Mathematics	Mathematics	1-3 & 6 8 Indicators	Form G, Form I, Form J, Form L, Form M, Form N, Form O
5	Special Education	Special Education	1-4 9 Indicators	Form G, Form H, Form I, Form J, Form L, Form M, Form N, Form O
6	English Language Learners	English Language Learners	1-3 & 6 7 Indicators	Form G, Form H, Form J, Form L, Form M, Form N, Form O
7	Parent & Community	Parent Liaison	4, 5 & 6 5 Indicators	Form B, Form C, Form D, Form E, Form K, & Action Plans

Principal Preparation for the 3-Day CAPA Visit

I. FAMILIARIZE YOURSELF WITH THE HANDBOOK

The visit has three main foci as indicated in the Handbook:

- CAPA recommendations implementation
- Restructuring plan in action
- Governance as it is understood as the infrastructure to make all the improvements move forward

In order to accomplish the above, the following will be addressed:

- CAPA recommendations implementation -- look at benchmark meeting reports and the selected indicators from the CAPA Teaching & Learning Tool
- Use of scientifically research-based instructional strategies
- District support
- Restructuring and unified plan in action
- Governance

Classroom visits and interviews will focus on implementation of the NJ CCCS being taught: both content accuracy and pedagogical approach and whether all students are receiving equitable treatment.

Principals, district personnel, and external members will be jointly conducting administrative and content walkthroughs to get a pulse of the school and see how adequately and accurately the instructional process is being monitored and how professional development and student support services are being effectively aligned and utilized.

School presentations will inform external members about what strategies, practices, and approaches are in place and why these were chosen, how well they are functioning, and what results are being achieved.

The final purpose of the visit -- jointly perform data and root cause analysis, problem solving, decision making, and action planning -- should happen as the team members **jointly** discuss what has been observed/learned through visits, presentations, and conversations and decide on what are the most appropriate next steps for the district and state to take to support the school.

The report that is finally presented should be a joint report.

II. WHEN POSSIBLE, SCHEDULE INTERVIEWS FROM THE START OF THE SCHOOL DAY

- a. Teacher focus groups will concentrate on LAL and mathematics.
- b. Teachers for cluster grades will be split for these focus groups.
- c. There will be one focus group for teachers separate from these to discuss the needs of special education students, English language learners, and struggling students.

III. COPY INDIVIDUAL TEACHER SCHEDULES FOR ALL LANGUAGE ARTS, MATH, AND SPECIAL EDUCATION

IV. PREPARE staff for walkthroughs; see revised form that describes the foci of these walkthroughs. These walkthroughs are in addition to more lengthy visits by the LAL, math, and special education members.

V. PREPARE to share as much evidence/information as possible as to how you are addressing the CAPA recommendations, unified plan components, restructuring, and other scientifically research-based strategies to improve student achievement.

Recommended Daily Schedule

This is a **suggested** schedule—exercise flexibility with time and tasks.

DAY	SUGGESTED TASKS
Day 1 – 7:30 am	Arrival and team planning – writing assignments
Day 1 – 8 am to 2:30 pm	School Data Presentation by Team Lead Overview of School’s Vision and Mission, Priorities and Concerns Administrative Walkthrough and Classroom Visits – Mathematics, Special Education, English Language Learners, and Language Arts Literacy
	Focus Groups – Teachers, Child Study Team, Students, I&RS Interviews – Leadership, Paraprofessionals, Building Representative, NCLB Committee
Day 1 – 2:30 to Close	Review of Documents, Subteam and Group Debriefing
Day 2 – 7:30 am to 12 pm	Continue Administrative Walkthrough and Classroom Visits – Mathematics, Special Education, English Language Learners, and Language Arts Literacy
	Continue Focus Groups – Teachers, Child Study Team, Students, I&RS Interviews – Leadership, Paraprofessionals, Building Representative, NCLB Committee
Day 2 – 1 to Close	Review of Documents, Subteam Debriefing and Writing
Day 3 – 7:30 to 10 am	Review of Documents, Subteam Debriefing and Writing
Day 3 – 10 am to 2:30 pm	Presentation of performance level ratings, findings, recommendations by subteams
Day 3 – 2:30 to 3:30 pm	Exit meeting as determined by school and district
Follow Up	CAPA facilitator conducts benchmark meetings throughout school year

- Internal team members may be present at interviews with students.
- Internal team members may be present at some but not all focus groups with instructional staff members.

School and District Visit Checklist

1. _____Principal and District Leadership Internal Team Roster Selection
2. _____School Portfolio and Revised Background Information Form
3. _____Additional Documentation at School (may be requested)
4. _____Schedule an individual meeting with:
 - ___ Building representative (union)
 - ___ NCLB Committee
 - ___ President or Chair of PTA/O
 - ___ Superintendent
 - ___ Assistant/Vice Principal(s)
5. _____Schedule focus groups with:
 - ___ Child Study Team
 - ___ Intervention and Referral Services Committee
 - ___ Students at each grade level above third
 - ___ Teachers (determined by principal and team leader—should be a representation from all grade levels and varied experience)
 - ___ Paraprofessionals
 - ___ Parents
6. _____Room Needs (large meeting room, two small interview rooms)
7. _____Equipment needs – provide computers each day, LCD projector, photocopying
8. _____Time for Exit Meeting
9. _____School Culture Survey Administration
10. _____Folders for team—School vision, master schedule, staff roster, bell schedule, floor plan, individual schedules for all staff, NCLB committee names and role, completed background information form
11. _____ Date and time for next Benchmark meeting

Schedule Format

All interviews conducted by the end of Day 2 at 1 pm. This is a guide for creating the schedule.

TIME PERIOD	ROOM	GROUP or PERSON	GRADE	SUGGESTED FACILITATOR
		Principal & Vice Principals		Principal & Team lead
		NCLB Planning Team or SLC		Principal & Team lead
		PTA/O President		Principal & Team Lead
		Assistant Superintendent		Principal & Team lead
		Professional Development Liaison		Principal & Team lead
		Union Representative		Team lead
		Technology Coordinator		Principal
	LAL Math	Teachers	PreK & K	LAL and Math
	LAL Math	Teachers	1-2	LAL and Math
	LAL Math	Teachers	3-4-5	LAL and Math
	LAL Math	Teachers	6-7-8	LAL and Math
		Coaches		LAL and Math
		Tutors		LAL and Math Parent
		Teachers	Special Education	Special Education
		In-class support teachers		Special Education Parent
		Paraprofessionals		Special Education
		Child Study Team		Special Education Parent
		Intervention & Referral Services - (PRC)		Special Education Parent
		General ed teachers discussing special education		Special Education
		Students in Groups 4-5 6-7-8		Principal, LAL, Math, Special Education, TL, Parent
		District LAL, Math, Special Education, Bilingual, Parent Involvement for Restructuring Plan		LAL, Math, Special Education, Parent
		Parents		Parent Special Education

School & District Portfolio Contents

Prior to Visit

Documents Supplied Electronically to External Team Members by NJ Department of Education

- Cycle 2 data
- Proficiency and Cluster Analysis Charts
- Title I Unified Plan
- Restructuring plan
- School Climate Surveys – You will receive a URL from the team leader.
- Parent Notification Letters for SINI and Restructuring Status

Team Member Folders: Provide the following for each team member:

- School floor plan and bell schedule
- Master schedule
- Mission and vision
- Principal's walkthrough form
- Roster of all school staff members and names of NCLB Committee Members
- Completed Background Information Form

School Portfolio

Documents Supplied by School

- Evidence of implementation of school restructuring plan and CAPA visit recommendations
- Analyzed school and district assessment data (other than state assessments)
- Minutes and agendas--grade level meetings, faculty meetings, NCLB Committee, I&RS
- List of course offerings
- Samples of communications—to teachers regarding high expectations, to parents and community about student recognition programs
- Description of articulation with feeder and receiving schools
- Parent involvement documentation—surveys, education programs, meetings, etc.
- Evidence of implementation of restructuring plan
- School HQT report
- Ten PDPs (PIPs) and corresponding evaluations, description of collaborative process; PDP for principal & vice/assistant principal
- Language arts literacy, mathematics, and special education documentation
- SES information—list of SES provided to students, analysis of which students are eligible and which students receive services, results and attendance
- IEPs
- Classroom management materials—bullying and gang prevention, sexual harassment awareness
- Teacher's opening day packet
- Documents in classroom: student work, portfolios, lesson plans, assessments, journals, homework assignments, sample of unit plans, etc.
- Principal's professional development plan
- Evidence of walkthroughs
- Attendance, disciplinary referrals, suspension and drop-out information
- Annual parent survey

District Portfolio

- Curriculum documents and guides
- Parent grievance policies and NCLB parent policies
- Notification letters to parents regarding AYP status, Choice, SES
- Plans (if applicable): DINI Plan, Strategic Plan, Technology Plan, Perkins Plan, and Comprehensive Equity Plan
- Suspension policy
- Parent Involvement Handbook

Administrative Walkthrough Guidelines

Preparation

- Principal prepares staff members for walkthrough.
- Principal identifies the focus for the walkthrough and the classrooms that will be visited.
- Team leader determines each person's responsibility during the walkthrough.
- One person will monitor the time.
- If possible, principal will have staff set the following items in key location to facilitate walkthrough: student work products, lesson plans, recent assessments, and portfolios.

Walkthrough (this includes all members except LAL, math, special education or ELL) Note: if the group will be larger than six people, consider two administrative walkthrough groups.

Time: 8-10 minutes per classroom (person monitoring time will signal)

- Team members enter classroom together and do not speak to each other during their time in the classroom.
- Team members stand at back of classroom unless they have a specific assignment to talk to students or examine student work.
- At the end of agreed-upon time, all team members leave the classroom together.

Debriefing – Outside the classroom

Time: 5 minutes per classroom

- Team members make notes.
- Team members walk a short distance down the hall from the observed classroom.
- Speaking quietly, team members quickly share their observations regarding the last classroom visited.
- Team members proceed to next classroom.

Debriefing – Final

Time: 25 minutes

- Walkthrough team members assemble in agreed-upon meeting place.
- Each visitor reads over and reflects about his or her observations.
- Each visitor speaks about his or her observations. They provide specific evidence as well as attempt to present an overview of what they saw.
- Together, the members identify trends, areas of strength, and areas that need improvement.
- Drawing on their own experience and knowledge, the visitors make suggestions about themes to be addressed.

Administrative Walkthrough Summary Form

Administrative Walkthrough Summary Form				
	AREA	N/O=Not Observed 1=Progressing (Low) 2=Proficient (Medium) 3=Exemplary (High)		
		Classroom #	Classroom #	Classroom #
	Note: Number of Students/Subject/Inclusion			
1	Lesson Objective Note the objective in the space provided.			
2	Preparation for Instruction (Instruction) <ul style="list-style-type: none"> • Lessons closely align to curriculum • Pacing is appropriate to maximize learning • Lesson objective is posted and written in student-friendly language 			
3	Student Engagement (Instruction) <ul style="list-style-type: none"> • Students engaged within one minute of bell • Uses smooth transitions and provides closure • Selects multiple instructional strategies that maintain focus and engage students • Solicits responses from all students to check for understanding • Engages all students in the lesson • Lesson focus on rigorous content, relevant to the grade level 			
4	Use of Data to Inform Instruction <ul style="list-style-type: none"> • Matches assessment method to assess proficiency of learning objective • Involves students in assessing their own learning during instruction • Plans and conducts demonstrations of learning 			
5	Classroom Environment (Wall Walk) <ul style="list-style-type: none"> • Safe, organized, and designed to support learning • Procedures in plan to manage routines and materials • Circulates during instruction and activities • Interactions are positive and respectful 			
6	Student Interviews (Students are selected at random.) <ul style="list-style-type: none"> • What are you working on? Or: What are you doing? • How do you assess your own learning? Are you called upon to respond for understanding? 			

*Adapted from Powerful Designs for Professional Learning – National Staff Development Council – www.nsd.org
School District Two-Harrison – Mike Miles*

Protocol for Focus Groups

Team leader and principal randomly select teachers and paraprofessionals for focus groups. The groups should represent all grade levels and experience levels.

1	If you have been in the building for at least two years, what changes do you see in the classroom and building in the following areas?	
	Teaching and Learning	
	School Culture	
	Leadership	
	Professional Development	
	Special Education	
	English Language Learners	
	Parent and Community	
	Governance & Leadership	
2	To what do you attribute the changes?	
3	What else can/should be done by the district to improve student achievement?	
4	Are you aware of the restructuring plan or activities involved with restructuring in your building?	
5	How are you using data to drive instruction?	
6	Specifically, how will you know that school programs are successful?	
7		

Essential Questions from Teaching & Learning Tool

Standard 1 – Curriculum:

- 1.2 How do all teachers use the curriculum in planning instruction?
- 1.4 What evidence exists that all students have access to the district’s common academic core?

Standard 2 - Classroom Evaluation/Assessment:

- 2.1 How are assessments designed to measure performance in ways that advance learning through the development of critical thinking and problem-solving skills?
- 2.2 How do students know what is expected; and are they able to articulate expectations, share their work, and reflect on others’ work?
- 2.3 How is assessment data used to drive instructional practice and student placement and to address student needs?

Standard 3 – Instruction:

- 3.1 To what extent are all students engaged in learning? To what extent do special program teachers (e.g. ELL, Title I, special education, gifted and talented) collaborate with general education teachers?
- 3.3 What evidence is there that all teachers have a deep knowledge and understanding of their content and how to teach it?

Standard 4 - School Culture:

- 4.1 Are clear and fair rules and policies in place to support a safe, equitable, and healthy learning environment? To what extent are the policies followed?
- 4.2 How does the school community express high expectations for all its members?

Standard 5 – Support for the School:

- 5.1 Does the school have a program of aligned support services that fully support the unique needs of students? What structures are in place for serving special populations (e.g., ELL, Title I, special education, gifted and talented students)? To what extent are staff members trained to meet the needs of these special populations?
- 5.2 To what extent does the school actively initiate positive relationships and communication with parents and the community?

Standard 6 - Professional Learning and Evaluation:

- 6.2 What evidence is there that student learning is tied to teacher learning? Do teachers feel they receive adequate professional development?

Standard 7 – Leadership and NCLB School Improvement Committee:

- 7.1 What evidence is there that school administrators are educational leaders who understand the linkages among educational leadership, a productive school, and positive outcomes for children?
- 7.2 What evidence is there that the principal is an educational leader who understands that formal leadership is a complex and multi-faceted role requiring moral courage, knowledge of governance and change, and the ability to share leadership?
- 7.3 How have key school leaders established a culture of trust and institutionalized a commitment to continuous improvement and accountability for performance?
- 7.4 How is distributed leadership demonstrated, and what evidence is there that it is effective?
- 7.5 What evidence is there that the district is implementing the Secondary Education Initiative?

Teacher Questions

1.	How many years have you taught in this school?	
2.	How many years have you been employed in this district?	
3.	Describe the process for curriculum alignment in your school. What is the district's role in the process? What was your role in the process?	
4.	How does this school ensure access to a common academic core? (i.e., special education, ESL, G/T, career/tech ed., etc.)	
5.	How and by whom are assessments (including student work and teacher-developed assessments) used to monitor curricular gaps and inform instructional practice?	
6.	How do you assess the impact instructional practice (i.e., learning centers, technology integration, differentiation, cooperative teams, etc.) on student achievement? How do you demonstrate acceptance of responsibility for student success and failure?	
7.	How do school leaders motivate all staff to continuously work to improve achievement for all students?	
8.	How are academic and behavior standards communicated?	
9.	What opportunities do staff members have for professional collaboration?	
10.	What contributes to you feeling safe in your working environment?	

11.	In what ways are families and the community made active partners in the educational process of this school, and what is your role in facilitating this involvement?	
12.	What is your role in providing students opportunities to receive additional assistance focused on improving performance levels? Describe how you use technology to provide additional assistance for student learning.	
13.	What professional development have you received? (i.e., teacher professional growth, ongoing, job-embedded focus on teaching and learning, connection to PGPs, etc.)	
14.	In your own words, what is the mission of this school? When was the mission last reviewed? What process is used to review, revise, and communicate this mission?	
15.	How do you find out about SLC or planning committee meetings, agendas, and minutes? How does an item or person get on the school agenda?	
16.	What types of disruptions hinder your job performance or overall instructional effectiveness of the school?	
17.	How do you view the principal as an instructional leader in this school? Describe a typical faculty meeting, planning period, and committee meeting.	
18.	How are assignments of instructional and non-instructional staff decided? Are all teachers certified to teach in their assigned areas?	

Student Questions

1	How long have you been attending this school?	
2	What do you like about the school?	
3	What's your favorite subject? Why?	
4	What's your least favorite subject? Why?	
5	If you need help with your schoolwork, what do you do about it? Who helps you?	
6	If you have a personal concern or problem, what do you do about it? Who helps you?	
7	Do you feel safe in school? Why or why not?	
8	If you could change one thing in the school, what would it be?	
9	Do you know what rubrics are and how they are used?	
10	Do you feel that teachers challenge you to achieve at your highest level?	

School Restructuring – Governance Questions

- Describe the governance changes that have taken place in the restructured school.
- How do the governance changes positively impact the school?
- How are parents and the community involved in the implementation of the restructuring plan?
- What are the primary strategies implemented to assist students who are not achieving?
- What strategies are in place for subgroups not achieving proficiency in language arts?
- What strategies are in place for subgroups not achieving proficiency in mathematics?
- What is the current process that the school/district uses to recruit staff?
- What steps are taken to ensure that the most challenging classes are assigned to the most experienced teachers?
- What are the unique qualifications for staff in the restructured school?
- What supports are in place to ensure the success of staff at the school?

Principal Questions

- What is your personal history with the school/district?
- What is your personal history with school change or reform? Can you identify a process that you have implemented over the last two years that challenged you on both personal and professional levels?
- How are you able to establish and maintain a shared focus and vision for your school? How did you develop your vision statement?
- How do you maintain high standards of academic achievement for all students? What do you pay most attention to on a daily basis that supports high standards for achievement?
- In your opinion, how many of your staff members really believe that all children can learn? What have you done to strengthen your staff's beliefs that all children can learn?
- How do you communicate with all of the stakeholders of the school? How do you know if that communication is perceived as authentic?
- Can you provide examples of how you have used the collaborative model of decision making in an effective manner?
- How do you develop and maintain uniformity in your administrative goals, commitment, and accountability among all building administrators?

District and Board of Education Questions

- What is the process used to address student achievement at board meetings? Or how often is student achievement discussed at the board level?
- How will you ensure that the CAPA recommendations are presented to the board? How will they follow up on them?
- What is the district planning process? How are stakeholders involved in decision making?
- Is the board united? How do they vote?
- How well does the board/district support professional development for themselves and for the staff?
- Is there a strategic plan for the district, and for each school?
- How do you know that the board is committed to achieving AYP and addressing rigor for all the students of the district?

Parent/Community Involvement Questions

- Describe the changes that have taken place in the restructured school.
- How were you involved in selecting the restructuring option?
- How are you involved in the implementation of the restructuring plan?
- What is the school's parent involvement policy?
- How are parents involved in the school?
- What services are provided to help parents assist their children?
- What is the current process if you need to speak to someone at the school?
- How are parents involved in the development of the needs assessment and unified plan?

BACKGROUND INFORMATION FORM (BIF)

School		
	INITIAL VISIT DATE	2010-2011
Principal/Lead Person – Years in Building		
Number of Vice Principals in Building		
Grade Levels in Building		
Number of Teachers in Building		
Number of Teachers meeting NCLB HQT		
Number of Teachers with Emergency Certification and Subject Area		
Teacher Mobility Rate		
Teacher Attendance Rate		
Total Number of Classrooms		
Total Number of Students in Building		
Percent Special Education Students		
Percent Special Education Students in Inclusive Classrooms		
Number of Special Education Self-Contained Classrooms		
Number of Inclusive Classrooms and Grade Levels		
Percent LEP		
Number of Bilingual Classrooms		
Number of Students Receiving Bilingual Services		
Number of Students Receiving ESL Services		
Student Attendance		
Student Mobility		
Student Suspensions		
Subgroups Missing AYP		
AYP Content Areas Missed (Math or LAL)		
Number of Students Receiving Supplemental Services (SES)		
NCLB Committee Meets Monthly		
NCLB Committee has Required Representation		

Team Composition Form

TEAM POSITION	NAME	AFFILIATION
EXTERNAL TEAM		
Team Leader		Educational Consultant
Principal		Educational Consultant
Language Arts Literacy Specialist		Educational Consultant
Mathematics Specialist		Educational Consultant
Special Education Specialist		Educational Consultant
English Language Learning Specialist		Educational Consultant
DOE Liaison		NJ Department of Education
INTERNAL TEAM		
District Liaison		
Principal		
Language Arts Literacy Specialist		
Mathematics Specialist		
Special Education Specialist		
English Language Learning Specialist		

CAPA Benchmark Visit Standards & Indicators

DOMAIN A SCHOOL ACADEMIC PERFORMANCE	DOMAIN B SCHOOL LEARNING ENVIRONMENT	DOMAIN C LEADERSHIP & GOVERNANCE
<p>Standard 1 – Curriculum: The district’s rigorous, intentional, and aligned curriculum is fully implemented at the school.</p> <p>1.2 The district curriculum is implemented at the school. 1.4 The school ensures that all students have access to the district’s common academic core.</p>	<p>Standard 4 - School Culture: The school functions as an effective learning community and supports a climate conducive to performance excellence.</p> <p>4.1 The school community supports a safe, equitable, and healthy learning environment. 4.2 The members of the school community, including school leadership, instructional staff, students, parents/adult caregivers, and partners, possess and cultivate the collective will to persevere, believing it is their business to produce increased achievement and advancement of all students.</p>	<p>Standard 7 – Leadership and NCLB School Improvement Committee: The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations; and (d) effective planning with input from all stakeholders.</p> <p>7.1 Key leaders in the school facilitate a collaborative process to develop a shared mission, vision, values, and goals, which are understood and ingrained in the school’s culture. 7.2 There is a demonstrated and unrelenting focus on evidence-based teaching and learning. 7.3 There is a culture of trust, continuous improvement, and accountability for performance. 7.4 School leadership and the NCLB school improvement committee plan effectively by communicating a clear purpose, direction, and strategies focused on teaching and learning through the development, implementation, and evaluation of the following: vision, goals, and the NCLB school improvement plan. 7.5 School leadership, the NCLB school improvement committee, and the district are implementing the strategies in the secondary initiative.</p>
<p>Standard 2 - Classroom Evaluation/Assessment: Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.</p> <p>2.1 Multiple classroom assessments are frequent, rigorous, and aligned with core content standards. 2.2 Students can articulate the expectations, know requirements, and assess their own and others’ work. 2.3 Test scores are used to identify gaps and adjust instructional practice for all subgroups.</p>	<p>Standard 5 - Support for the School: The school community collaborates with families, higher education, and community organizations to remove barriers to learning and address the needs of the students.</p> <p>5.1 There are structures and support services in place to reduce barriers to learning for students. 5.2 Families and the community are active partners in the educational process and work with the school to meet the needs of all students.</p>	
<p>Standard 3 - Instruction: There is evidence that effective and varied instructional strategies/activities are used in all classrooms and are continuously monitored and aligned with individual student needs.</p> <p>3.1 Instructional strategies include a variety of challenging and engaging activities. 3.3 Teachers demonstrate necessary content knowledge and pedagogy.</p>	<p>Standard 6 - Professional Development and Evaluation: The school provides for staff research-based, results-driven PD opportunities that are consistent with the district’s PD plan, and implements performance evaluation procedures in order to improve teaching and learning.</p> <p>6.2 School-based professional development priorities are set by aligning the goals for student performance with the evidence of achievement and with the Professional Development Plans (formerly PIPs) and evaluations of teachers and the Professional Growth Plans of principals.</p>	

RESTRUCTURING INTRODUCTION

The United States Department of Education's (USDE) *LEA and School Improvement Non-Regulatory Guidance* defines restructuring as the process wherein "the LEA undertakes a major reorganization of a school, making fundamental reforms, such as significant changes in the school's staffing and governance. The purpose of restructuring is to improve student academic achievement and enable the school to make AYP as defined by the State's accountability system." The New Jersey Department of Education (NJDOE) requires that districts select one of the following restructuring options for their Title I schools in need of improvement in Year 5 – Planning for Restructuring:

- Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the *No Child Left Behind Act*.
- Re-open the school as a public charter school as defined by and consistent with state statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).
- Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

Revised Regulations

Interventions implemented as part of a school's restructuring plan must be significantly more rigorous and comprehensive than the corrective actions that the school implemented after it was identified as in need of improvement, unless the school has begun to implement one of the restructuring options as a corrective action. Districts must implement interventions that address the reasons why a school is in the restructuring phase.

The restructuring option of replacing all or most of the school staff (Option 3) may include replacing the principal; however, replacing the principal alone is not sufficient to constitute restructuring. The "other" option (Option 1) to restructure a school's governance may include replacing the principal so long as this change is part of a broader reform effort.

For New Jersey's schools subject to restructuring, this action comes after an extensive academic assessment known as the Collaborative Assessment and Planning for Achievement (CAPA) process. The CAPA review process enabled districts and schools to evaluate the effectiveness of their efforts to increase student achievement and identify successful, and not so successful, instructional and curricular approaches. Some districts went beyond this to begin making the necessary governance changes to facilitate the implementation of the CAPA recommendations for instruction, curriculum, assessment, school culture, professional development, and all areas of the CAPA standards.

All schools/districts planning for restructuring participate in two status meetings that include district leadership; school leadership; CAPA consultants, and NJDOE staff. During this meeting, which will also serve as the CAPA benchmark meeting for the school and district, the participants will review the content and implementation status of the CAPA recommendations and the most recent NCLB Unified Plan. Participants will also review the instructional improvements and governance changes already underway.

During the plan development, Year 5 and 6 schools must continue to implement their current improvement efforts as identified in the CAPA prioritized recommendations and/or action plans and the NCLB Unified Plan. The district will be responsible for a continuous assessment of the school's needs to identify those strategies that are successful and those that need modification.

Each of the three restructuring options offers its own set of issues and possible successes. In order to make a decision, districts must be aware that the implementation of each option presents a unique set of challenges. Each option requires a yet undetermined level of commitment and effort from NJDOE staff, schools, districts, and other stakeholders. The selection of an option must take into account the capacity of the district and the school, but, most importantly, the decision must be based on which option will be most effective in helping students meet proficiency benchmarks.

EXAMPLES OF “ALTERNATE GOVERNANCE” STRATEGIES

According to limited research so far the most successful restructuring option is one that uses a multi-dimensional approach.

Governance can be positions or roles. It is the people and functions that affect the operations of a school.

- ❑ Replace the principal and/or other administrative leaders.
- ❑ Redistribute responsibilities among administrative staff.
- ❑ Provide administrative support for the principal. This could include team leaders, department chairs, teacher leaders, coaches, etc.
- ❑ Look at policy and amend.
- ❑ Change the reporting structure of staff.
- ❑ Who makes key decisions and how are they communicated and implemented?
- ❑ Give the principal more responsibility over what was a district function.
- ❑ Give the principal less responsibility and report directly to central office.
- ❑ Analyze and change the interactions between key people (administration and teachers).
- ❑ Identify responsibilities of key people and assess their practices. Have written job expectations and evaluations. (Don't make assumptions that people are doing/can do what you think they're doing.)
- ❑ Institute structured accountability of key personnel.
- ❑ Hire a co-principal, parent involvement coordinator, department head, or facilitator.
- ❑ Give stakeholders more authority.
- ❑ Institute a peer mentoring program.
- ❑ Bring in highly skilled professionals.
- ❑ Develop a new learning structure with academies/smaller classes with a defined chain of command/team teaching.
- ❑ Restructure schedules and/or functions: create a data office/build in more research time for teachers/etc.
- ❑ Identify department head functions (special education, bilingual, curriculum and instruction, assessment) and reporting responsibilities.
- ❑ Expand or narrow the grades served, for example, narrowing a K-8 school to a K-5 elementary school.
- ❑ Implement a comprehensive school reform model that impacts how the school is governed.
- ❑ Increase district oversight, decrease school-based management prerogatives, or some combination.

2010-2011 RESTRUCTURING PLAN SUMMARY—OPTION & GOVERNANCE

Check those that apply.

_____ **Option 1:** Implement any major restructuring of the school’s governance that is consistent with the principles of restructuring.

_____ **Option 3:** Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

List the primary restructuring/governance changes undertaken by the district to address the requirements for schools in restructuring. For each primary governance change, indicate if the proposed change/reform has been implemented and if it is specified in sections of the school’s Title I Unified Plan.

	Governance changes and major strategies according to the School’s Restructuring Plan	* Strategy Implementation Level	Listed in Title I Unified Plan Yes-No
1	Restructuring master schedule		
2	Small learning communities		
3	Grade level meetings—horizontal and vertical		
4	Staff redistribution		
5	Benchmark assessment in native language		
6	Additional instruction for students performing below grade level		
7	Special education in a co-teaching model		
8	Job-embedded professional development		
9	Grade level changes		
10	Additional language arts literacy assistance from HSP		
11	Parent Involvement		
12	Other: Describe		

* Use the following performance level scale to determine implementation:

0 – No implementation

1 – Little implementation

2 – Partial implementation

3 – Full implementation

4 – Exemplary level of development

RESTRUCTURING PLAN SUMMARY

Complete the information below to determine (1) if the section is completed as required; (2) how appropriate and effective following components of the restructuring plan will be in improving student achievement; and (3) if revisions should be made.

Form	Restructuring Plan Components	Comments/Revisions Required
D	Proposed Restructuring Option	
E	Rationale for Selection and Process Used to Select Restructuring Option	
F	Governance Changes – Current and Restructured District and School Administrative Staff	
G	Restructured Roles and Responsibilities of School and District Governance Staff	
H	Language Arts Literacy – Impact of Restructuring Choice on Students	
I	Mathematics – Impact of Restructuring Choice on Students	
J	Programmatic, Structural, and Instructional Impact of District/School Governance Changes - recommendations and strategies	
J	Programmatic, Structural, and Instructional Impact of District/School Governance Changes - schedule, common planning, instructional materials, formative assessments, extended learning	
J	Programmatic, Structural, and Instructional Impact of District/School Governance Changes - leadership, professional development, supplemental materials, assessment review, learning walks	
K	Community Involvement, Stakeholder Input, Plan Development, and Oversight Meetings - stakeholder involvement meetings	
K	Community Involvement, Stakeholder Input, Plan Development, and Oversight Meetings - stakeholder involvement strategies	
L	Changes in School Organizational Structure	
M	Changes in Instructional Staff Assigned to Each Grade Level	
Option 3	Replace all or most of school staff	
N	Classroom Instructional Strategies to Support the Restructured School	
O	Professional Development to Prepare Instructional Staff	
P	Professional Development to Prepare Leadership Staff	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5

Visitor		Date	
District		School	
Grade Level		No. Students	
Period		Start Time	
Classroom Arrangement (check one)	<input type="checkbox"/> Rows/Columns <input type="checkbox"/> Group/Workstations	End Time	

FOCUS	
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LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
			PRINT-RICH ENVIRONMENT	
		1.	STUDENT WORK <input type="checkbox"/> displayed <input type="checkbox"/> appropriate to unit <input type="checkbox"/> NJ Registered Holistic Scoring Rubric available <input type="checkbox"/> Assignment specific rubrics are evident <input type="checkbox"/> Learning objective/goal evident	
		2.	RESOURCES POSTED <input type="checkbox"/> charts <input type="checkbox"/> graphs <input type="checkbox"/> diagrams <input type="checkbox"/> timelines <input type="checkbox"/> word wall <input type="checkbox"/> vocabulary <input type="checkbox"/> spelling words <input type="checkbox"/> cognate word walls (in schools having ELL population) Posted resources created by: <input type="checkbox"/> teacher <input type="checkbox"/> student <input type="checkbox"/> commercial publisher	
		3.	CLASSROOM LIBRARY <input type="checkbox"/> leveled <input type="checkbox"/> well-organized <input type="checkbox"/> easily accessible <input type="checkbox"/> multicultural <input type="checkbox"/> reference materials <input type="checkbox"/> informational text <input type="checkbox"/> fiction <input type="checkbox"/> magazines/periodicals	
		4.	LEARNING CENTERS <input type="checkbox"/> writing center <input type="checkbox"/> listening center <input type="checkbox"/> word study center <input type="checkbox"/> computer (#____)	
			READING INSTRUCTION	
		5.	KEY IDEAS and DETAILS 1. Phonemic Awareness 2. Vocabulary 3. Comprehension	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
		6.	CRAFT/STRUCTURE Reading for purpose and understanding through: <input type="checkbox"/> read aloud/strategic reading <input type="checkbox"/> word study <input type="checkbox"/> shared reading <input type="checkbox"/> reading conferences <input type="checkbox"/> independent reading <input type="checkbox"/> guided reading <input type="checkbox"/> small-group instruction <input type="checkbox"/> whole-group instruction <input type="checkbox"/> use of hands-on learning <input type="checkbox"/> cooperative & differentiated <input type="checkbox"/> provide meaningful interaction <input type="checkbox"/> content adaption <input type="checkbox"/> connection to real world concepts <input type="checkbox"/> model/demonstrate <input type="checkbox"/> continual assessment of students as lesson unfolds <input type="checkbox"/> variety in assessment tools <input type="checkbox"/> gives student feedback	
		7.	INTEGRATION of KNOWLEDGE and IDEAS Comprehension developed through: <input type="checkbox"/> graphic organizers <input type="checkbox"/> metacognition <input type="checkbox"/> classroom discourse <input type="checkbox"/> literature circles <input type="checkbox"/> writing activities <input type="checkbox"/> use of mnemonic devices <input type="checkbox"/> use of assistive devices <input type="checkbox"/> supplementary materials	
		8.	RANGE/COMPLEXITY of READING Texts students read: <input type="checkbox"/> subgenres of exposition <input type="checkbox"/> persuasive/argumentative <input type="checkbox"/> functional Students read: <input type="checkbox"/> independently <input type="checkbox"/> proficiently <input type="checkbox"/> within complexity band for each grade level <input type="checkbox"/> varied (e.g. letters, poems, dramas, memoirs, biographies, newspapers, persuasive essays, narratives, research, explanatory, informational text)	
			WRITING INSTRUCTION	
		9.	KEY IDEAS and DETAILS 1. Each student has writing portfolio (with samples showing progress over time) 2. Each student has organized writing work folder (to show that writing is done routinely) 3. Each student has writing journal (for personal reflective writing)	
		10.	CRAFT/STRUCTURE Writing portfolio: <input type="checkbox"/> multiple drafts <input type="checkbox"/> process writing <input type="checkbox"/> all writing samples dated <input type="checkbox"/> graphic organizers	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
			<ul style="list-style-type: none"> ___ students help select writing pieces ___ meaningful teacher feedback scaffolds for content revision ___ meaningful teacher feedback scaffolds for editing grammar, mechanics, and usage ___ student metacognition/self-editing ___ peer-to-peer feedback on selected student work <p>Writing work folders:</p> <ul style="list-style-type: none"> ___ teacher rubrics assessing students' writing ___ student rubrics assessing students' writing 	
		11.	<p>INTEGRATION of KNOWLEDGE and IDEAS</p> <ul style="list-style-type: none"> ___ writing correlated with the content areas ___ proficiency and independence with analyzing and synthesizing information 	
		12.	<p>RANGE /COMPLEXITY of WRITING</p> <p>Writing portfolio:</p> <ul style="list-style-type: none"> ___ grade-appropriate student writing ___ varied student writing (e.g. poems, explanatory, persuasive essays, narrative, research, plays, speeches, memoirs) <p>Writing work folder:</p> <ul style="list-style-type: none"> ___ grade-appropriate student writing ___ varied student writing (e.g. free writes, personal reflective, response to literature, letters, journalism) ___ writing worksheets <p>* Note overuse of dittos, fill-ins</p>	
			TEACHERS	
		13.	<p>PROXIMITY</p> <ul style="list-style-type: none"> ___ circulating room ___ out of classroom ___ front of room ___ at desk/computer 	
		14.	<p>DISCOURSE</p> <ul style="list-style-type: none"> ___ use speech/language and content that is appropriate to students' levels ___ asks higher-order thinking questions ___ connects new learning to prior/background knowledge ___ links real life to concepts/knowledge taught ___ provides assistance to individual students ___ provides opportunities for reflection ___ provides relevant exemplars 	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
		15.	MANAGEMENT <input type="checkbox"/> monitors student behavior <input type="checkbox"/> teaches “bell-to-bell” <input type="checkbox"/> facilitates instructional resources <input type="checkbox"/> maintains clear expectations <input type="checkbox"/> positively interacts with and engages students	
		16.	LESSON PLANNING/INSTRUCTION <input type="checkbox"/> includes technology <input type="checkbox"/> provides for teacher assessment <input type="checkbox"/> provides for metacognition/student self-assessment <input type="checkbox"/> aligns objectives to appropriate NJCCCS/district-approved curriculum and materials <input type="checkbox"/> differentiates instruction to meet individual needs <input type="checkbox"/> evidence that observed activities are routine <input type="checkbox"/> evidence of homework assigned to reinforce instruction	
			SPECIAL EDUCATION	
		17.	PROGRAM OPTIONS <input type="checkbox"/> resource pull-out <input type="checkbox"/> resource push-in/In-class support <input type="checkbox"/> self-contained <input type="checkbox"/> replacement resource classes <input type="checkbox"/> inclusion program	
		18.	REPLACEMENT CLASSES <input type="checkbox"/> more than one core content area taught at the same time by the same teacher <input type="checkbox"/> mixed grade levels in room	
		19.	INCLUSION PROGRAM <input type="checkbox"/> co-teaching model used <input type="checkbox"/> If yes, have both teachers participated in appropriate training?	
		20.	PARAPROFESSIONALS <input type="checkbox"/> academic support <input type="checkbox"/> behavioral interventions <input type="checkbox"/> other: (specify) _____	
		21.	TEACHERS (PUSH-IN) IN-CLASS SUPPORT RESOURCE ROOM <input type="checkbox"/> co-teaching model used <input type="checkbox"/> providing replacement instruction	
		22.	PHYSICAL ARRANGEMENT OF STUDENTS IN ROOM <input type="checkbox"/> students with disabilities integrated with other students <input type="checkbox"/> students with disabilities separated as a group in the room	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
			<input type="checkbox"/> learning stations <input type="checkbox"/> only whole-group instruction used <input type="checkbox"/> desks are arranged in small groups or are easily moved into small group	
		23.	INSTRUCTIONAL MATERIALS <input type="checkbox"/> specialized instructional materials available <input type="checkbox"/> assistive devices present (e.g. FM systems, switches for computers, talkers)	
		24.	PLANNING TIME <input type="checkbox"/> common planning time for the general classroom teacher, in-class support resource room teachers, paraprofessionals	
		25.	IEPS <input type="checkbox"/> IEPs readily available <input type="checkbox"/> teachers use IEPs when planning instruction or behavioral interventions	
			TECHNOLOGY/MULTIMEDIA	
		26.	AVAILABLE RESOURCES <input type="checkbox"/> variety of technology/multimedia <input type="checkbox"/> overhead <input type="checkbox"/> assisted learning devices <input type="checkbox"/> PowerPoint <input type="checkbox"/> DVD <input type="checkbox"/> CD/audiocassettes <input type="checkbox"/> computers <input type="checkbox"/> Smart Board <input type="checkbox"/> mobile computer labs <input type="checkbox"/> other <input type="checkbox"/> technology/multimedia in working order <input type="checkbox"/> variety of software loaded on the computers	
		27.	STUDENTS <input type="checkbox"/> use technology/multimedia to research, complete a project or produce and publish writing <input type="checkbox"/> draw on information from varied digital sources to answer questions and solve problems <input type="checkbox"/> use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate relevant information efficiently <input type="checkbox"/> work with guidance and support <input type="checkbox"/> work independently	
		28.	TEACHERS <input type="checkbox"/> incorporate technology/multimedia into lesson plans <input type="checkbox"/> at ease using technology as a part of instruction	
			STUDENTS	
		29.	<input type="checkbox"/> have opportunities for choice	
		30.	<input type="checkbox"/> understand what they are learning <input type="checkbox"/> understand why they are learning it	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
		31.	<ul style="list-style-type: none"> ___ engaged majority of time ___ interact positively and constructively with peers ___ engage in “doing” – using technology, questioning each other, explaining their reasoning ___ demonstrate ability to connect concepts to self, other concepts, and the world 	

COMMENTS:

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Visitor		Date	
District		School	
Grade Level		No. Students	
Period		Start Time	
Classroom Arrangement (check one)	<input type="checkbox"/> Rows/Columns <input type="checkbox"/> Group/Workstations	End Time	

FOCUS	
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LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
			PRINT-RICH ENVIRONMENT	
		1.	STUDENT WORK <input type="checkbox"/> displayed <input type="checkbox"/> appropriate to unit <input type="checkbox"/> NJ Registered Holistic Scoring Rubric available <input type="checkbox"/> Assignment specific rubrics are evident <input type="checkbox"/> Learning objective/goal evident	
		2.	RESOURCES POSTED <input type="checkbox"/> charts <input type="checkbox"/> graphs <input type="checkbox"/> diagrams <input type="checkbox"/> timelines <input type="checkbox"/> word wall <input type="checkbox"/> vocabulary <input type="checkbox"/> spelling words <input type="checkbox"/> cognate word walls (in schools having ELL population) Posted resources created by: <input type="checkbox"/> teacher <input type="checkbox"/> students <input type="checkbox"/> commercial publisher	
		3.	CLASSROOM LIBRARY <input type="checkbox"/> leveled <input type="checkbox"/> well-organized <input type="checkbox"/> easily accessible <input type="checkbox"/> multicultural <input type="checkbox"/> reference materials <input type="checkbox"/> informational text <input type="checkbox"/> fiction <input type="checkbox"/> magazines/periodicals	
			READING INSTRUCTION	
		4.	KEY IDEAS and DETAILS 1. Vocabulary 2. Comprehension	
		5.	CRAFT/STRUCTURE Reading for purpose and understanding through: <input type="checkbox"/> read aloud/strategic reading <input type="checkbox"/> word study <input type="checkbox"/> independent reading <input type="checkbox"/> guided reading <input type="checkbox"/> small-group instruction <input type="checkbox"/> whole-group instruction	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
			<input type="checkbox"/> use of hands-on learning <input type="checkbox"/> cooperative & differentiated <input type="checkbox"/> provide meaningful interaction <input type="checkbox"/> content adaption <input type="checkbox"/> connection to real-world concepts <input type="checkbox"/> model/demonstrate <input type="checkbox"/> gives students feedback <input type="checkbox"/> continual assessment of students as lesson unfolds <input type="checkbox"/> variety in assessment tools <input type="checkbox"/> use of journals for learning and assessing; to provide evidence of discussions/written products/solutions	
		6.	INTEGRATION of KNOWLEDGE and IDEAS Comprehension developed through: <input type="checkbox"/> graphic organizers <input type="checkbox"/> metacognition <input type="checkbox"/> classroom discourse <input type="checkbox"/> literature circles <input type="checkbox"/> writing activities <input type="checkbox"/> use of mnemonic devices <input type="checkbox"/> use of assistive devices <input type="checkbox"/> supplementary materials	
		7.	RANGE/COMPLEXITY of READING Texts students read: <input type="checkbox"/> subgenres of exposition <input type="checkbox"/> persuasive/argumentative <input type="checkbox"/> functional Students read: <input type="checkbox"/> independently <input type="checkbox"/> proficiently <input type="checkbox"/> within complexity band for each grade level <input type="checkbox"/> varied (e.g. letters, poems, dramas, memoirs, biographies, newspapers, persuasive essays, narratives, research, explanatory, informational text)	
			WRITING INSTRUCTION	
		8.	KEY IDEAS and DETAILS 1. Each student has writing portfolio (with samples showing progress over time) 2. Each student has organized writing work folder (to show that writing is done routinely) 3. Each student has writing journal (for personal reflective writing)	
		9.	CRAFT/STRUCTURE Writing portfolio: <input type="checkbox"/> multiple drafts <input type="checkbox"/> process writing <input type="checkbox"/> all writing samples dated <input type="checkbox"/> graphic organizers <input type="checkbox"/> students help select writing pieces <input type="checkbox"/> meaningful teacher feedback scaffolds for content revision	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
			<ul style="list-style-type: none"> ___ meaningful teacher feedback scaffolds for editing grammar, mechanics, and usage ___ student metacognition/self-editing ___ peer-to-peer feedback on selected student work <p>Writing work folders:</p> <ul style="list-style-type: none"> ___ teacher rubrics assessing students' writing ___ student rubrics assessing students' writing 	
		10.	<p>INTEGRATION of KNOWLEDGE and IDEAS</p> <ul style="list-style-type: none"> ___ writing correlated with the content areas ___ proficiency and independence with analyzing and synthesizing information 	
		11.	<p>RANGE /COMPLEXITY of WRITING</p> <p>Writing Portfolio:</p> <ul style="list-style-type: none"> ___ grade-appropriate student writing ___ varied student writing (e.g. poems, explanatory, persuasive essays, narrative, research, plays, speeches, memoirs) <p>Writing work folder:</p> <ul style="list-style-type: none"> ___ grade-appropriate student writing ___ varied student writing (e.g. free writes, personal reflective, response to literature, letters, journalism) ___ writing worksheets <p>* Note overuse of dittos, fill-ins</p>	
			TEACHERS	
		12.	<p>PROXIMITY</p> <ul style="list-style-type: none"> ___ circulating room ___ out of classroom ___ front of room ___ at desk/computer 	
		13.	<p>DISCOURSE</p> <ul style="list-style-type: none"> ___ uses speech/language and content that is appropriate to students' levels ___ asks higher-order thinking questions ___ connects new learning to prior/background knowledge ___ links real life to concepts/knowledge taught ___ provides assistance to individual students ___ provides opportunities for reflection ___ provides relevant exemplars 	
		14.	<p>MANAGEMENT</p> <ul style="list-style-type: none"> ___ monitors student behavior ___ teaches "bell-to-bell" ___ facilitates instructional resources 	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
			<input type="checkbox"/> maintains clear expectations <input type="checkbox"/> positively interacts with and engages students	
		15.	LESSON PLANNING/INSTRUCTION <input type="checkbox"/> includes technology <input type="checkbox"/> provides for teacher assessment <input type="checkbox"/> provides for metacognition/student self-assessment <input type="checkbox"/> aligns objectives to appropriate NJCCCS/district-approved curriculum and materials <input type="checkbox"/> differentiates instruction to meet individual needs <input type="checkbox"/> evidence that observed activities are routine <input type="checkbox"/> evidence of homework assigned to reinforce instruction	
			SPECIAL EDUCATION	
		16.	PROGRAM OPTIONS <input type="checkbox"/> resource pull-out <input type="checkbox"/> resource push-in/In-class support <input type="checkbox"/> self-contained <input type="checkbox"/> replacement resource classes <input type="checkbox"/> inclusion program	
		17.	REPLACEMENT CLASSES <input type="checkbox"/> more than one core content area taught at the same time by the same teacher <input type="checkbox"/> mixed grade levels in room	
		18.	INCLUSION PROGRAM <input type="checkbox"/> co-teaching model used <input type="checkbox"/> If yes, have both teachers participated in appropriate training?	
		19.	PARAPROFESSIONALS <input type="checkbox"/> academic support <input type="checkbox"/> behavioral interventions <input type="checkbox"/> other: (specify)_____	
		20.	TEACHERS (PUSH-IN) IN-CLASS SUPPORT RESOURCE ROOM <input type="checkbox"/> co-teaching model used <input type="checkbox"/> providing replacement instruction	
		21.	PHYSICAL ARRANGEMENT OF STUDENTS IN ROOM <input type="checkbox"/> students with disabilities integrated with other students <input type="checkbox"/> students with disabilities separated as a group in the room <input type="checkbox"/> learning stations <input type="checkbox"/> only whole-group instruction used <input type="checkbox"/> desks are arranged in small groups or are easily moved into small group	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
		22.	INSTRUCTIONAL MATERIALS ___ specialized instructional materials available ___ assistive devices present (e.g. FM systems, switches for computers, talkers)	
		23.	PLANNING TIME ___ common planning time for the general classroom teacher, in-class support resource room teachers, paraprofessionals	
		24.	IEPS ___ IEPs readily available ___ teachers use IEPs when planning instruction or behavioral interventions	
			TECHNOLOGY/MULTIMEDIA	
		25.	AVAILABLE RESOURCES ___ variety of technology/multimedia ___ overhead ___ assisted learning devices ___ PowerPoint ___ DVD ___ CD/audiocassettes ___ computers ___ SMART Board ___ mobile computer labs ___ other ___ technology/multimedia in working order ___ variety of software loaded on the computers	
		26.	STUDENTS ___ use technology/multimedia to research, complete a project or produce and publish writing ___ draw on information from varied digital sources to answer questions and solve problems ___ use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate relevant information efficiently ___ work with guidance and support ___ work independently	
		27.	TEACHERS ___ incorporate technology/multimedia into lesson plans ___ at ease using technology as a part of instruction	
			STUDENTS	
		28.	___ have opportunities for choice	
		29.	___ understand what they are learning ___ understand why they are learning it	
		30.	___ engaged majority of time ___ interact positively and constructively with peers	

LANGUAGE ARTS LITERACY WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
			___ engage in “doing” – using technology, questioning each other, explaining their reasoning ___ demonstrate ability to connect concepts to self, other concepts, and the world	

COMMENTS:

MATHEMATICS WALKTHROUGH TOOL K-5

Visitor		Date	
District		School	
Grade Level		No. Students	
Period		Start Time	
Classroom Arrangement (check one)	<input type="checkbox"/> Rows/Columns <input type="checkbox"/> Group/Workstations	End Time	

FOCUS	
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MATHEMATICS WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
PRINT-RICH ENVIRONMENT				
		1.	STUDENT WORK <input type="checkbox"/> displayed <input type="checkbox"/> appropriate to unit <input type="checkbox"/> visible use of rubric(s) <input type="checkbox"/> evidence of varied assessment tools, including <input type="checkbox"/> self assessment <input type="checkbox"/> NJ Registered Holistic Scoring Rubric available <input type="checkbox"/> Learning objective/goal evident	
		2.	RESOURCES POSTED <input type="checkbox"/> process for solving word problems <input type="checkbox"/> processes for variety of algorithms <input type="checkbox"/> measurement tables <input type="checkbox"/> center procedures <input type="checkbox"/> word wall <input type="checkbox"/> vocabulary/spelling lists Posted resources created by: <input type="checkbox"/> teacher <input type="checkbox"/> students <input type="checkbox"/> commercial publisher	
		3.	CLASSROOM LIBRARY <input type="checkbox"/> well-organized by content and as a complement to standards-based instruction <input type="checkbox"/> leveled <input type="checkbox"/> easily accessible <input type="checkbox"/> multicultural <input type="checkbox"/> reference materials <input type="checkbox"/> informational text <input type="checkbox"/> fiction <input type="checkbox"/> magazines/periodicals <input type="checkbox"/> evidence integrating literacy and mathematics; using literature to provide a springboard for student explorations in mathematics	
		4.	LEARNING CENTERS <input type="checkbox"/> organized and stocked <input type="checkbox"/> technology (computer programs/graphing calculator) <input type="checkbox"/> writing center <input type="checkbox"/> listening center <input type="checkbox"/> library/research tools <input type="checkbox"/> word study/vocabulary center	

MATHEMATICS WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
			FOCUS OF MATHEMATICS INSTRUCTION	
		5.	CONCEPTUAL UNDERSTANDINGS OF KEY IDEAS AND LEARNING PROGRESSIONS <ol style="list-style-type: none"> 1. Procedural knowledge and skills 2. Conceptual understanding developed over time 3. Standards from research-based learning progressions 	
		6.	EVIDENCE OF LEARNING PROGRESSIONS FROM STANDARDS OF MATHEMATICAL CONTENT <ul style="list-style-type: none"> ___ counting and cardinality (K) ___ operations & algebraic thinking (K-5) ___ number & operations in base ten (K-2) ___ number & operations fractions (3-5) ___ measurement & data (K-5) ___ geometry (K-5) 	
		7.	EVIDENCE OF STANDARDS OF MATHEMATICAL PRACTICE <ul style="list-style-type: none"> ___ make sense of problems and persevere in solving them ___ reason abstractly and quantitatively ___ construct viable arguments and critique the reasoning of others ___ model with mathematics ___ use appropriate tools strategically ___ attend to precision ___ look for and make use of structure ___ look for and express regularity in repeated reasoning 	
		8.	EVIDENCE OF APPROPRIATE SUPPORTS AND STRUCTURES IN PRACTICE <ul style="list-style-type: none"> ___ use of hands-on learning ___ provide meaningful interaction among classmates and teacher ___ whole- and small-group instruction ___ use of mnemonic and assistive devices ___ technological supports ___ variety in assessment tools ___ use of manipulatives ___ use of graphic organizers ___ use of journals for learning and assessing; to provide evidence of discussions/written products/ solutions ___ cooperative and differentiated instruction ___ content adaptation ___ supplementary materials ___ connection to real-world concepts ___ model/demonstrate concepts including exemplars ___ continual assessment of students as lesson unfolds ___ give students feedback ___ create familiar routines ___ use of portfolios in learning progressions reflecting: <ul style="list-style-type: none"> • organized, sequential entries • dated entries with meaningful teacher feedback • established evidence of progress over time 	

MATHEMATICS WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
			TEACHERS	
		9.	PROXIMITY ___ circulating room ___ out of classroom ___ front of classroom ___ at desk/computer	
		10.	DISCOURSE ___ use speech/language/content that is appropriate to students' levels ___ use of high-level reasoning/higher-order thinking skills ___ activate prior learning ___ make links to past learning	
		11.	MANAGEMENT ___ monitors student behavior ___ teaches "bell-to-bell" ___ utilizes instructional resources ___ establishes clear expectations ___ positively interacts with and engages students	
		12.	LESSON PLANNING/INSTRUCTION ___ includes technology ___ reflects application of procedural knowledge and conceptual understanding of content ___ provides for teacher assessment ___ provides for metacognition/student self-assessment ___ aligns objectives to appropriate CCCS/district-approved curriculum and materials ___ includes appropriate mathematical supports, content and structures in practice ___ evidence that observed activities are routine ___ evidence that assigned homework reinforces instruction	
			SPECIAL EDUCATION	
		13.	PROGRAM OPTIONS ___ resource pull-out ___ resource push-in/In-class support ___ self-contained ___ replacement resource classes ___ inclusion program	
		14.	REPLACEMENT CLASSES ___ more than one core content area taught at the same time by the same teacher ___ mixed grade levels in room	
		15.	INCLUSION PROGRAM ___ co-teaching model used ___ If yes, have both teachers participated in appropriate training?	

MATHEMATICS WALKTHROUGH TOOL K-5

Yes	No	#	Look for	Notes
		16.	PARAPROFESSIONALS <input type="checkbox"/> academic support <input type="checkbox"/> behavioral interventions <input type="checkbox"/> other: (specify) _____	
		17.	IN-CLASS SUPPORT RESOURCE ROOM (PUSH-IN) TEACHERS <input type="checkbox"/> co-teaching model used <input type="checkbox"/> replacement instruction provided	
		18.	PHYSICAL ARRANGEMENT OF STUDENTS IN ROOM <input type="checkbox"/> students with disabilities integrated with other students <input type="checkbox"/> students with disabilities separated as a group in the room <input type="checkbox"/> learning stations <input type="checkbox"/> only whole-group instruction used <input type="checkbox"/> desks are arranged in small groups or are easily moved into small group	
		19.	INSTRUCTIONAL MATERIALS <input type="checkbox"/> specialized instructional materials available <input type="checkbox"/> assistive devices present (e.g. FM systems, communications board, switches for computers, talkers)	
		20.	PLANNING TIME <input type="checkbox"/> common planning time for the general classroom teacher, in-class support resource room teachers, and paraprofessionals	
		21.	IEPS <input type="checkbox"/> IEPs readily available <input type="checkbox"/> teachers use IEPs when planning instruction or behavioral interventions	
			TECHNOLOGY/MULTIMEDIA	
		22.	AVAILABLE RESOURCES <input type="checkbox"/> variety of technology/multimedia <input type="checkbox"/> overhead <input type="checkbox"/> assisted learning devices <input type="checkbox"/> PowerPoint <input type="checkbox"/> DVD <input type="checkbox"/> computers <input type="checkbox"/> CD/audiocassettes <input type="checkbox"/> Smart Board <input type="checkbox"/> mobile computer lab <input type="checkbox"/> graphing/other calculators <input type="checkbox"/> eBoard <input type="checkbox"/> variety of software loaded on computers <input type="checkbox"/> resources are in working order <input type="checkbox"/> other	
		23.	STUDENTS <input type="checkbox"/> use technology/multimedia to research, complete a project, or produce and publish reports <input type="checkbox"/> draw on information from varied digital sources to answer questions and solve problems <input type="checkbox"/> use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate relevant information efficiently	

MATHEMATICS WALKTHROUGH TOOL K-5				
Yes	No	#	Look for	Notes
			<ul style="list-style-type: none"> ___ work with guidance and support ___ work independently 	
		24.	TEACHERS <ul style="list-style-type: none"> ___ incorporate technology/multimedia into lesson plans ___ at ease using technology as a part of instruction 	
			STUDENTS	
		25.	<ul style="list-style-type: none"> ___ have opportunities for choice ___ understand what they are learning ___ understand why they are learning it ___ use age-appropriate, correct mathematical language ___ routinely use observed mathematical activities ___ engaged majority of time ___ interact positively and constructively with peers ___ engage in “doing” – using technology, questioning each other, explaining their reasoning ___ demonstrate ability to connect concepts to self, other concepts, and the world 	

COMMENTS:

MATHEMATICS WALKTHROUGH TOOL 6-12

Visitor			Date	
District			School	
Grade Level			No. Students	
Period			Start Time	
Classroom Arrangement (check one)	<input type="checkbox"/> Rows/Columns <input type="checkbox"/> Group/Workstations		End Time	

FOCUS	
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MATHEMATICS WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
PRINT-RICH ENVIRONMENT				
		1.	STUDENT WORK <input type="checkbox"/> displayed <input type="checkbox"/> appropriate to unit <input type="checkbox"/> visible use of rubric(s) <input type="checkbox"/> evidence of varied assessment tools, including <input type="checkbox"/> self assessment <input type="checkbox"/> NJ Registered Holistic Scoring Rubric available <input type="checkbox"/> learning objective/goal evident	
		2.	RESOURCES POSTED <input type="checkbox"/> process for solving word problems <input type="checkbox"/> processes for variety of algorithms <input type="checkbox"/> measurement tables <input type="checkbox"/> center procedures <input type="checkbox"/> word wall <input type="checkbox"/> vocabulary/spelling lists Posted resources created by: <input type="checkbox"/> teacher <input type="checkbox"/> students <input type="checkbox"/> commercial publisher	
		3.	CLASSROOM LIBRARY <input type="checkbox"/> well-organized by content and as a complement to standards-based instruction <input type="checkbox"/> leveled <input type="checkbox"/> easily accessible <input type="checkbox"/> multicultural <input type="checkbox"/> reference materials <input type="checkbox"/> informational text <input type="checkbox"/> fiction <input type="checkbox"/> magazines/periodicals <input type="checkbox"/> evidence integrating literacy and mathematics; using literature to provide a springboard for student explorations in mathematics	
		4.	LEARNING CENTERS <input type="checkbox"/> organized and stocked <input type="checkbox"/> technology (computer programs/graphing calculator) <input type="checkbox"/> writing center <input type="checkbox"/> listening center <input type="checkbox"/> library/research tools <input type="checkbox"/> word study/vocabulary center	

MATHEMATICS WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
			THE FOCUS OF MATHEMATICS INSTRUCTION	
		5.	CONCEPTUAL UNDERSTANDINGS OF KEY IDEAS AND LEARNING PROGRESSIONS <ol style="list-style-type: none"> 1. Procedural knowledge and skills 2. Conceptual understanding developed over time 3. Standards from research-based learning progressions 	
		6.	EVIDENCE OF LEARNING PROGRESSIONS FROM STANDARDS OF MATHEMATICAL CONTENT ___ ratios & proportional relationships (6/7) ___ number systems (6-8) ___ expressions & equations (6-8) ___ geometry (6-HS) ___ statistics & probability (6-HS) ___ functions (8-HS) ___ number and Quantity (HS) ___ algebra (HS) ___ modeling (HS)	
		7.	EVIDENCE OF STANDARDS OF MATHEMATICAL PRACTICE ___ make sense of problems and persevere in solving them ___ reason abstractly and quantitatively ___ construct viable arguments and critique the reasoning of others ___ model with mathematics ___ use appropriate tools strategically ___ attend to precision ___ look for and make use of structure ___ look for and express regularity in repeated reasoning	
		8.	EVIDENCE OF APPROPRIATE SUPPORTS AND STRUCTURES IN PRACTICE ___ use of hands-on learning ___ provide meaningful interaction among classmates and teacher ___ whole- and small-group instruction ___ use of mnemonic and assistive devices ___ technological supports ___ variety in assessment tools ___ use of manipulatives ___ use of graphic organizers ___ use of journals for learning and assessing; to provide evidence of discussions/written products/solutions ___ cooperative and differentiated instruction ___ content adaptation ___ supplementary materials ___ connection to real-world concepts ___ model/demonstrate concepts including exemplars ___ continual assessment of students as lesson unfolds ___ give students feedback ___ create familiar routines ___ use of portfolios in learning progressions reflecting: <ul style="list-style-type: none"> • organized, sequential entries • dated entries with meaningful teacher feedback • established evidence of progress over time 	

MATHEMATICS WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
			TEACHERS	
		9.	PROXIMITY ___ circulating room ___ out of classroom ___ front of classroom ___ at desk/computer	
		10.	DISCOURSE ___ use speech/language and content that is appropriate to students' levels ___ use of high-level reasoning/higher order thinking skills ___ activate prior learning ___ make links to past learning	
		11.	MANAGEMENT ___ monitors student behavior ___ teaches "bell-to-bell" ___ utilizes instructional resources ___ establishes clear expectations ___ positively interacts with and engages students	
		12.	LESSON PLANNING/INSTRUCTION ___ includes technology ___ reflects application of procedural knowledge and conceptual understanding of content ___ provides for teacher assessment ___ provides for metacognition/student self-assessment ___ aligns objectives to appropriate CCCS/district-approved curriculum and materials ___ includes appropriate mathematical supports, content and structures in practice ___ evidence that observed activities are routine ___ evidence that assigned homework reinforces instruction	
			SPECIAL EDUCATION	
		13.	PROGRAM OPTIONS ___ resource pull-out ___ resource push-in/In-class support ___ self-contained ___ replacement resource classes ___ inclusion program	
		14.	REPLACEMENT CLASSES ___ more than one core content area taught at the same time by the same teacher ___ mixed grade levels in room	
		15.	INCLUSION PROGRAM ___ co-teaching model used ___ If yes, have both teachers participated in appropriate training?	

MATHEMATICS WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
		16.	PARAPROFESSIONALS <input type="checkbox"/> academic support <input type="checkbox"/> behavioral interventions <input type="checkbox"/> other: (specify) _____	
		17.	IN-CLASS SUPPORT RESOURCE ROOM (PUSH-IN) TEACHERS <input type="checkbox"/> co-teaching model used <input type="checkbox"/> replacement instruction provided	
		18.	PHYSICAL ARRANGEMENT OF STUDENTS IN ROOM <input type="checkbox"/> students with disabilities integrated with other students <input type="checkbox"/> students with disabilities separated as a group in the room <input type="checkbox"/> learning stations <input type="checkbox"/> only whole-group instruction used <input type="checkbox"/> desks are arranged in small groups or are easily moved into small group	
		19.	INSTRUCTIONAL MATERIALS <input type="checkbox"/> specialized instructional materials available <input type="checkbox"/> assistive devices present (e.g. FM systems, switches for computers, talkers)	
		20.	PLANNING TIME <input type="checkbox"/> common planning time for the general classroom teacher, in-class support resource room teachers, and paraprofessionals	
		21.	IEPS <input type="checkbox"/> IEPs readily available <input type="checkbox"/> teachers use IEPs when planning instruction or behavioral interventions	
			TECHNOLOGY/MULTIMEDIA	
		22.	AVAILABLE RESOURCES <input type="checkbox"/> variety of technology/multimedia <input type="checkbox"/> overhead <input type="checkbox"/> assisted learning devices <input type="checkbox"/> PowerPoint <input type="checkbox"/> DVD <input type="checkbox"/> computers <input type="checkbox"/> CD/audiocassettes <input type="checkbox"/> SMART Board <input type="checkbox"/> mobile computer lab <input type="checkbox"/> graphing/other calculators <input type="checkbox"/> eBoard <input type="checkbox"/> other <input type="checkbox"/> variety of software loaded on computers <input type="checkbox"/> resources are in working order	
		23.	STUDENTS <input type="checkbox"/> use technology/multimedia to research, complete a project or produce and publish reports <input type="checkbox"/> draw on information from varied digital sources to answer questions and solve problems	

MATHEMATICS WALKTHROUGH TOOL 6-12

Yes	No	#	Look for	Notes
			<ul style="list-style-type: none"> ___ use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate relevant information efficiently ___ work with guidance and support ___ work independently 	
		24.	<p>TEACHERS</p> <ul style="list-style-type: none"> ___ incorporate technology/multimedia into lesson plans ___ at ease using technology as a part of instruction 	
			STUDENTS	
		25.	<ul style="list-style-type: none"> ___ have opportunities for choice ___ understand what they are learning ___ understand why they are learning it ___ use age-appropriate, correct mathematical language ___ routinely use observed mathematical activities ___ engaged majority of time ___ interact positively and constructively with peers ___ engage in “doing” – using technology, questioning each other, explaining their reasoning ___ demonstrate ability to connect concepts to self, other concepts, and the world 	

COMMENTS:

2010-2011 ENGLISH LANGUAGE LEARNER WALKTHROUGH TOOL K-12

Visitor		Date	
District		School	
Grade Level		No. Students	
English Language Level		Start Time	
Bilingual Subject/Course		End Time	
Bilingual Class Type (check one)	<input type="checkbox"/> Self-Contained <input type="checkbox"/> Pull-Out	Period	
ESL Class Type	<input type="checkbox"/> Pull Out <input type="checkbox"/> Push-In	Classroom Arrangement (check one)	<input type="checkbox"/> Rows/Columns <input type="checkbox"/> Group/Workstations

FOCUS	
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ENGLISH LANGUAGE DEVELOPMENT

Yes	No	#	Look for	Notes
PRINT-RICH ENVIRONMENT				
		1	STUDENT WORK <input type="checkbox"/> displayed <input type="checkbox"/> appropriate to unit <input type="checkbox"/> NJ Registered Holistic Scoring Rubric available <input type="checkbox"/> Assignment-specific rubrics are evident <input type="checkbox"/> Learning objective/goal evident	
		2	RESOURCES POSTED <input type="checkbox"/> charts <input type="checkbox"/> graphs <input type="checkbox"/> diagrams <input type="checkbox"/> timelines <input type="checkbox"/> word wall <input type="checkbox"/> vocabulary <input type="checkbox"/> spelling words <input type="checkbox"/> cognate word walls <input type="checkbox"/> loan words Posted resources created by: <input type="checkbox"/> teacher <input type="checkbox"/> students <input type="checkbox"/> commercial publisher	
		3	CLASSROOM LIBRARY <input type="checkbox"/> English <input type="checkbox"/> Native Language <input type="checkbox"/> leveled <input type="checkbox"/> well-organized <input type="checkbox"/> easily accessible <input type="checkbox"/> multicultural <input type="checkbox"/> dictionaries <input type="checkbox"/> thesauri <input type="checkbox"/> other reference materials <input type="checkbox"/> informational text <input type="checkbox"/> fiction <input type="checkbox"/> magazines/periodicals Classroom texts: <input type="checkbox"/> English <input type="checkbox"/> Native Language	
		4	LEARNING CENTERS <input type="checkbox"/> listening center <input type="checkbox"/> word study center <input type="checkbox"/> writing center <input type="checkbox"/> language lab <input type="checkbox"/> computer (#____)	

ENGLISH LANGUAGE DEVELOPMENT				
Yes	No	#	Look for	Notes
			LISTENING/SPEAKING/READING INSTRUCTION	
		5	<p>LISTENING/SPEAKING</p> <p>Vocabulary Development: <input type="checkbox"/> TPR <input type="checkbox"/> Modeling <input type="checkbox"/> Context Clues</p> <p>Listening Comprehension: <input type="checkbox"/> Signaling <input type="checkbox"/> Spoken Response <input type="checkbox"/> Other <input type="checkbox"/> Phonemic Awareness</p> <p>Grammar Taught/Used in Context: <input type="checkbox"/> Modeling <input type="checkbox"/> Spoken Response</p> <p>Speaking: <input type="checkbox"/> single words <input type="checkbox"/> phrases <input type="checkbox"/> sentences <input type="checkbox"/> expanded response <input type="checkbox"/> elaborated response</p> <p>Technology supported listening and speaking: <input type="checkbox"/> listening center <input type="checkbox"/> language Lab <input type="checkbox"/> language master <input type="checkbox"/> other</p>	
		6	<p>CRAFT/STRUCTURE: READING</p> <p>Reading for purpose and understanding through: <input type="checkbox"/> read aloud/strategic reading <input type="checkbox"/> word study <input type="checkbox"/> shared reading <input type="checkbox"/> reading conference <input type="checkbox"/> independent reading <input type="checkbox"/> guided reading <input type="checkbox"/> small-group instruction <input type="checkbox"/> whole-group instruction</p>	
		7	<p>INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>Comprehension developed through: <input type="checkbox"/> graphic organizers <input type="checkbox"/> metacognition <input type="checkbox"/> classroom discourse <input type="checkbox"/> literature circles <input type="checkbox"/> writing activities <input type="checkbox"/> products/projects</p>	
		8	<p>RANGE/COMPLEXITY OF READING</p> <p>Texts students read: <input type="checkbox"/> subgenres of exposition <input type="checkbox"/> persuasive/argumentative <input type="checkbox"/> functional</p> <p>Students read: <input type="checkbox"/> independently <input type="checkbox"/> proficiently <input type="checkbox"/> varied (e.g. letters, poems, dramas, memoirs, biographies, newspapers, persuasive essays, narratives, research, explanatory, informational text)</p> <p>Do texts fall into complexity band for the grade level?</p>	

ENGLISH LANGUAGE DEVELOPMENT				
Yes	No	#	Look for	Notes
			WRITING INSTRUCTION	
		9	KEY IDEAS AND DETAILS <ol style="list-style-type: none"> Each student has writing portfolio (with samples showing progress over time) Each student has organized writing work folder (to show that writing is done routinely) Each student has writing journal (for personal reflective writing) 	
		10	CRAFT/STRUCTURE Writing portfolio: <input type="checkbox"/> multiple drafts <input type="checkbox"/> process writing <input type="checkbox"/> all writing samples dated <input type="checkbox"/> graphic organizers <input type="checkbox"/> student-selected writing pieces <input type="checkbox"/> meaningful teacher feedback scaffolds for revision <input type="checkbox"/> meaningful teacher feedback scaffolds for editing grammar, mechanics, and usage <input type="checkbox"/> student metacognition/self-editing <input type="checkbox"/> peer-to-peer feedback on selected student work Writing work folder: <input type="checkbox"/> teacher rubrics assessing students' writing <input type="checkbox"/> student rubrics assessing students' writing	
		11	INTEGRATION OF KNOWLEDGE AND IDEAS- Cross-Content Applications: <input type="checkbox"/> writing correlated with content area: _____ <input type="checkbox"/> proficiency and independence with analyzing and synthesizing information	
		12	RANGE /COMPLEXITY OF WRITING Writing Portfolio: <input type="checkbox"/> grade-appropriate student writing <input type="checkbox"/> varied student writing (e.g. poems, explanatory, persuasive essays, narrative, research, plays, speeches, memoirs) Writing work folder: <input type="checkbox"/> grade-appropriate student writing <input type="checkbox"/> varied student writing <input type="checkbox"/> writing worksheets * Note overuse of dittos, fill-ins Does meaningful teacher feedback scaffold for future writing tasks?	

ENGLISH LANGUAGE DEVELOPMENT				
Yes	No	#	Look for	Notes
			MATHEMATICS: Refer to/Utilize the Mathematics Walkthrough Tool	
			TEACHERS	
		13	PROXIMITY <input type="checkbox"/> circulating room <input type="checkbox"/> out of classroom <input type="checkbox"/> front of room <input type="checkbox"/> at desk/computer	
		14	DISCOURSE <input type="checkbox"/> asks higher-order thinking questions <input type="checkbox"/> connects new learning to prior/background knowledge <input type="checkbox"/> links real life to concepts/knowledge taught <input type="checkbox"/> provides assistance to individual students <input type="checkbox"/> uses speech/language that is appropriate to students' levels	
		15	MANAGEMENT <input type="checkbox"/> monitors student behavior <input type="checkbox"/> teaches "bell-to-bell" <input type="checkbox"/> facilitates instructional resources <input type="checkbox"/> maintains clear expectations <input type="checkbox"/> positively interacts with and engages students	
		16	LESSON PLANNING/INSTRUCTION <input type="checkbox"/> objectives reflect CCCS/district curriculum/materials <input type="checkbox"/> differentiates instruction to meet individual needs <input type="checkbox"/> includes technology <input type="checkbox"/> provides for teacher assessment <input type="checkbox"/> provides for metacognition/student self-assessment <input type="checkbox"/> evidence that observed activities are routine <input type="checkbox"/> evidence of homework assigned to reinforce instruction	
			ELL/SPECIAL EDUCATION	
		17	PROGRAM OPTIONS <input type="checkbox"/> resource pull-out <input type="checkbox"/> resource push-in/In-class support <input type="checkbox"/> self-contained <input type="checkbox"/> replacement resource classes <input type="checkbox"/> inclusion program	
		18	REPLACEMENT CLASSES <input type="checkbox"/> teacher holds appropriate certificates	

ENGLISH LANGUAGE DEVELOPMENT				
Yes	No	#	Look for	Notes
			<input type="checkbox"/> more than one core content area taught at the same time by the same teacher <input type="checkbox"/> mixed grade levels in room	
		19	INCLUSION PROGRAM <input type="checkbox"/> co-teaching model used <input type="checkbox"/> If yes, have both (or more) teachers participated in appropriate training?	
		20	PARAPROFESSIONALS <input type="checkbox"/> academic support <input type="checkbox"/> behavioral interventions <input type="checkbox"/> other: (specify)_____	
		21	IN-CLASS SUPPORT RESOURCE ROOM (PUSH-IN) TEACHERS <input type="checkbox"/> co-teaching model used <input type="checkbox"/> providing replacement instruction	
		22	PHYSICAL ARRANGEMENT OF STUDENTS IN ROOM <input type="checkbox"/> students with disabilities integrated with other students <input type="checkbox"/> students with disabilities separated as a group in the room <input type="checkbox"/> ELL students integrated with other students <input type="checkbox"/> ELL students separated as a group in the room <input type="checkbox"/> learning stations <input type="checkbox"/> only whole-group instruction used	
		23	INSTRUCTIONAL MATERIALS <input type="checkbox"/> specialized instructional materials available: <input type="checkbox"/> ELL <input type="checkbox"/> students with disabilities <input type="checkbox"/> assistive devices present (e.g. FM systems, switches for computers, talkers)	
		24	PLANNING TIME <input type="checkbox"/> common planning time for the general classroom teacher, in-class support resource room teachers, and paraprofessionals and/or ELL teachers	
		25	IEPS <input type="checkbox"/> IEPs readily available? <input type="checkbox"/> teachers use IEPs when planning instruction or behavioral interventions	
			TECHNOLOGY/MULTIMEDIA	
		26	AVAILABLE RESOURCES <input type="checkbox"/> variety of technology/multimedia <input type="checkbox"/> overhead <input type="checkbox"/> assisted learning devices <input type="checkbox"/> PowerPoint <input type="checkbox"/> DVD	

ENGLISH LANGUAGE DEVELOPMENT				
Yes	No	#	Look for	Notes
			___ CD/audiocassettes ___ computers ___ SMART Board ___ mobile computer labs ___ listening/language lab ___ other ___ technology/multimedia in working order ___ variety of software loaded on the computers	
		27	STUDENTS ___ use technology/multimedia to research, complete a project, or produce and publish writing ___ draw on information from varied digital sources to answer questions and solve problems ___ use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate relevant information efficiently ___ work with guidance and support ___ work independently	
		28	TEACHERS ___ incorporate technology/multimedia into lesson plans ___ at ease using technology as a part of instruction	
			STUDENTS	
		29	Are there students who are over-age and under-schooled?	
		30	LEARNING BEHAVIORS ___ engaged majority of time ___ interact positively and constructively with peers ___ engage in “doing” – using technology, questioning each other, explaining their reasoning ___ demonstrate ability to connect concepts to self, other concepts, and the world ___ have opportunities for choice	

COMMENTS: