ASSESSING THE USE OF RESEARCH-BASED SCHOOL PRACTICES

DIRECTIONS: Below you will find 25 items that represent indicators of school practices. Rate your school on the use of research-based school practices.

SCHOOL PRACTICES		Not at all	←→		To a great extent
		1	2	3	4
Guaranteed & Viable Curriculum	**Alignment & Coherence**				
	The school or district provides specific guidance on the content that is expected to be taught.				
	Someone checks on whether teachers teach the content specified for the class.				
	The school or district has made it clear to teachers which content is important for students to know and be successful on for state and/or standardized tests.				
	Time				
	The school has specific guidelines on instructional time allocations.				
	The school constructs weekly or daily schedules to optimize instructional time.				
	The school or district provides curriculum documents for teachers that differentiate between essential and nonessential content.				
	The required content for curriculum can be adequately taught in the time available.				
Challenging Goals &Effective Feedback	**Monitoring**				
	The school has identified specific learning goals for the class as a whole or for individual students.				
	The school collects and communicates achievement data indicating the extent to which students have met the learning goals.				
	If learning goals for students are not met, the school facilitates the development and implementation of a plan of action.				
	Teachers have flexibility to vary length and quantity of curriculum, based on achievement data, to support student learning in more critical areas.				
	Pressure to achieve				
	The school has developed an ongoing process and multiple channels for communicating the importance of academic achievement.				
	Parents accept and support the importance of academic achievement as a primary goal of this school.				
	Teachers accept and support the importance of academic achievement as a primary goal of the school.				

	SCHOOL PRACTICES	Not at all ←——→			To a great extent
		1	2	3	4
Parent Community & Involvement	**Parent involvement**				
	Parents are aware of the key policies and practices of the school.				
	Parents are involved or represented in key decisions regarding school policies and practices.				
	Parents support key policies and practices of the school.				
School Climate	**School climate**				
	Policies and procedures are in place and clearly communicated to students and parents/guardians in regard to a safe and orderly environment that supports learning.				
	Parents and guardians are informed when students do not follow school policies and procedures.				
	Appropriate consequences are applied to students who do not follow school policies and procedures.				
Collegiality & Professionalism	**Communication & Decision making**				
	Vehicles for communication between administrators and teachers have been established and are used.				
	Leadership roles and lines of responsibility are clearly defined for key aspects of the school's operation such as standards, assessment, instruction, and professional development.				
	Teachers are appropriately represented in critical decisions regarding policies and practices.				
	Cooperation				
	Guidelines and norms are established and communicated for staff members working together in groups.				
	Guidelines and norms for working in groups are followed and enforced.				

BALANCED LEADERSHIP: *Participant's Manual*