Quality Review Overview

"The Quality Review focuses on the coherence of a school's systems, measuring how well it is organized to meet the needs of its students and adults, as well as monitor and improve its instructional and assessment practices." (NYCDOE Website)

The 2010-11 Quality Review:
- Increases level of rigor in evaluating school quality
- Increases focus on teacher teams engaged in collaborative inquiry, asking that at least one of the teacher teams looks closely at student work
- Clarifies language and relevance to practice and research
- Begins to build in an expectation that schools are planning for the transition to Common Core standards

KEEP IN MIND
- There are 20 indicators that are to be reviewed
- Indicator Point Scale: **Well Developed** (4 pts); **Proficient** (3 pts); **Developing** (2 pts); **Under Developed** (1 pt)
- Minimum Score a school can achieve: 25 pts
- BONUS: **Double Point Indicators** (1.1, 1.2, 1.3, 2.2, 4.1)
- Almost all of the site visit protocols will remain the same.
- *At least one* of the two teacher team meetings **must** exhibit an examination of student work in the presence of teacher work (curriculum, academic tasks, assessments/rubrics, etc.).
- Both teacher team meetings will provide an opportunity for the reviewer to triangulate information on, among other things, how the school is approaching the evolving nature of the New York State standards (i.e. implications of the Common Core State Standards).

WHAT HAPPENS?

- 2 Day Review of School Systems by an external evaluator (EV) – Superintendent: Luz Cortazzo
- EV visits classrooms, talks to teachers, students and administrative staff; EV uses rubric to assess how well a school is organized to educate its students

Classroom Visits: To look for evidence of instruction and engagement, student work and assessment for learning.

The reviewer will select which classrooms s/he will observe during the classroom visits and should be accompanied by a school leader.
- The reviewer will visit 7-10 classes spending 20-30 minutes in each classroom. In the case of schools with 1500 students or more, the reviewer will visit a range of 12-15 classes
- The reviewer and the principal may schedule opportunities for conversation between classroom teachers and reviewer prior to the actual classroom visit. This exchange can provide context for the visit and allow teachers to articulate what the reviewer should expect to see
- The reviewer may talk to students relating to the work
- The reviewer will provide the school leader feedback about his/her observations
- The reviewer will debrief with the school leader following the classroom visits
- The reviewer will look for evidence of themes/skill sets being taught. For example, if the school is working on writing across the curriculum, the reviewer will look for evidence of the writing
- Reviewers will use a classroom visitation tool that focuses on instruction, student engagement, student work and the use of data to inform instruction.

Review of curriculum plans, data, and other school documentation

- The reviewer may ask to see curriculum plans for the year for the different subject areas or grades. Provide the reviewer with curriculum plans or other activities that are unique to the school as evidence of a common instructional focus
- The reviewer is looking for evidence of planning across the entire school and that the mission and vision of the school is in the center of the planning
- The reviewer is looking for evidence of collaboration between classes, across subject areas and/or interdisciplinary work between subject areas. For example, many schools integrate the arts into literacy or social studies
- The reviewer is looking for evidence that there is a connection between what happens in a school from one grade to another.

Meeting with Teachers

- Two teacher inquiry teams will meet with the reviewer. One of the meetings should involve a team reviewing teacher work and related student work.
- The reviewer, in collaboration with the principal, will select the teacher teams that will engage in a dialogue around the impact of collaborative inquiry on practice, sharing of evidence and implications for student learning
- Teachers should be able to discuss how they use data to adjust instructional practices and strategies, plan for meeting students' needs, and how they maintain records on student progress

 The UFT chapter leader may request to have a brief conversation with the reviewer at a separate time if they do not participate in these meetings.

FAQ: Teacher Team Meetings

Question: *How do teacher teams meetings work? What if teacher teams are not meeting normally during the review?*
Response: The focus of the two-teacher team meetings is: *the work of teachers engaged in collaborative inquiry and instructional coherence*. The reviewer in discussion with the principal selects the teacher teams. The teacher teams should represent specific expertise and/or strategic areas of work for the school: e.g., discipline/subject areas developing curricula, grade levels relevant to goals, intervention team.

Contingent upon the school's in-house calendar the reviewer will opt for one of the following choices in order to minimally disrupt student learning:

a. In the case that teacher teams are typically meeting during the site visit, the reviewer will observe each teacher team engage in a collaborative inquiry process and ask questions as needed. Time can be allotted at the end of this meeting for questions and responses as well. (See sample questions below.)

b. In the case that teacher team meetings are not slated to occur, as per the school's internal calendar, the reviewer and principal can schedule a large group teacher meeting, or two smaller teacher group meetings, or one of each (there are 2 hours total suggested to meet with teachers). The purpose will remain capturing evidence regarding the effectiveness of teacher team engaged in collaborative inquiry at the site (again, see questions below).

Question: *What is the protocol with the UFT chapter chair if she/he is not in the teacher meetings?*
Response: Same as last year the UFT chapter chair has a right to meet briefly with the reviewer. This is a time for the UFT chapter chair to share what he or she would like to have said, as evidence, for the record about the quality of the systems and coherence of the school. The reviewer does not have a special set of questions for the chapter chair.

2011 DOE Quality Review Visit Priorities Checklist

The reviewer will be looking for:

☐ Differentiation - students are in separate work groups, not all doing the same work; work based on assessment of different skills needed

☐ Typed lesson plan - two copies, one for the reviewer. Hand one copy to the reviewer and provide a quick, thirty seconds explanation *(e.g. of 30 sec. : "I have these groups doing different skill building activities and they will come together at the end to share what they have learned.")*

☐ The reviewer is expecting the teacher to ask higher order (critical thinking) questions

☐ Purposeful, interactive word walls that students and teachers refer to and use are expected.

☐ Common grading policies

☐ Class rules are posted and prominent.

☐ School mission prominently posted in hallway [FP/BM task]

☐ Student work with the appropriate rubric is displayed in the hallways and/or classrooms

☐ Students should be able to report to a stranger [the reviewer] on what they're working at the time of the visit

☐ Teachers and administration KNOW YOUR DATA. *E.G. Students have grown this much. This is what I/we am/are doing about this data.*

☐ Data is broken into cohorts. How are ELL's progressing? How are students with IEPs growing? What evidence do you have to show this? What about students of various ethnic groups? How about gender breakdowns? [All teaching staff/Data Coordinator Task]

☐ Students are talking meaningfully in classrooms. *"The person doing the talking is doing the learning."* Don't find yourself doing all the talking.

☐ Feeling uncomfortable about using the appropriate language? Visit www.blackbinder.com! Check out the PD Resources page and review some of the suggested readings.