# Comprehensive School Improvement Faculty Reflection Worksheet:
## An Analysis of Issues Associated School-Wide Improvement
## Major Questions and Specific Statements

**Below are the general questions and the specific statements associated with each question as they appear on the Faculty Reflection Worksheet.**

**Q1: Do we have meaningful statements of school <u>values, beliefs, and vision</u> that drive school goals and action plans?**
1. The faculty worked collaboratively to develop our school's values, beliefs, vision, goals, and action plan statements.
2. We revisit our school's values, beliefs, vision, goals, and action plan statements periodically.
3. Our school's values, beliefs, vision, goals, and action plan statements become a natural part of our conversations.
4. Everyone is knowledgeable of our school's values, beliefs, vision, goals, and action plan.
5. Everyone endorses our school's values, beliefs, vision, goals, and action plan.
6. Everyone "lives" our school's values, beliefs, vision, goals, and action plan.
7. We believe that working in a school with a clear set of values and beliefs and a vision and a direction for change makes a difference in student learning.

**Q2: Does our principal lead our faculty using <u>collaborative, facilitative</u> problem solving?**
8. Our faculty meetings consist of discussion sessions for problem solving.
9. Our faculty collectively analyzes key school improvement data.
10. Our faculty discussions are both small group and whole group.
11. Our leaders facilitate the discussions and empower teachers to make decisions.
12. We believe that having a principal who is collaborative and facilitative makes a difference in student learning.

**Q3: Do we have a <u>team of teacher leaders</u> and a principal who work collaboratively to provide leadership for change?**
13. We have a leadership, think-tank, problem solving team of teacher leaders.
14. Our leadership team studies together and becomes highly knowledgeable about best educational practices.
15. Our leadership team designs and leads faculty in similar study.
16. Members of the leadership team devote extra time and energy to their leadership roles.
17. Our faculty respect the members of this team.
18. Our teacher leaders are selected by their peers.
19. Our teacher leaders are positive, constructive role models.
20. Our leadership team small in size, but representative of our faculty.
21. We have a process to groom new leadership team members and rotate membership.

22. We believe that having a team of teacher leaders who facilitate faculty discussions and problem solving makes a difference in student learning.

**Q4: Do we have a caring, collaborative <u>culture</u> and trusting, respectful <u>climate</u>?**
23. Our school's assumptions, beliefs, rituals and ceremonies focus on student success.
24. Our teachers trust each other.
25. Our teachers trust administrators.
26. Our teachers trust parents.
27. Our teachers trust students.
28. Our positive, dedicated teachers collectively overwhelm the negativity from skeptics and cynics during faculty discussions.
29. Our daily schedules and other structures support small and large group teacher collaboration.
30. Our teachers enjoy their jobs and want to come to work.
31. Individual teachers learn from each other.
32. We believe that having a caring, collaborative culture and trusting, respectful climate make a difference in student learning.

**Q5: Do we understand adolescent <u>development</u> and effectively <u>relate</u> to today's students?**
33. Our teachers care about students enough to build a relationship of mutual trust and respect.
34. Our teachers accept personal and collective responsibility for student success.
35. Our teachers know the current facts and issues about today's students (drugs, alcohol, sex, crime, etc.).
36. Our teachers have the skills to work with students who are "different" and "indifferent".
37. We believe that understanding student development and relating to today's students make a positive difference in student learning.

**Q6: Does our school provide a relevant, challenging <u>curriculum</u> based upon state standards and expectations?**
38. Our curriculum develops basic knowledge and skills for student success at the next level of study.
39. Our curriculum has the flexibility to take students beyond basic standards.
40. Our curriculum is integrated so that relationships across disciplines are evident, as they are in life.
41. Our curriculum avoids tracking and ability grouping across courses.
42. Our teachers have a deep knowledge in their content areas.
43. Our teachers implement a relevant and challenging curriculum.
44. All of our teachers teach the written curriculum.
45. Our teachers believe that a relevant, challenging, and aligned curriculum makes a difference in student learning.

**Q7: Is our <u>instruction</u> aligned with curriculum, monitored and discussed, and based upon best practices?**

46. We collect and discuss data about the level of student engagement during instruction.
47. Our students' learning experiences are engaging, authentic, problem-based, and differentiated.
48. We frequently use instructional methods that foster higher-order thinking.
49. We use a flexible schedule that supports personalized learning for all students by creating time for remediation, maintenance, and enrichment.
50. Our instructional practices are designed around students' interests.
51. We involve students in the identification and design of instructional strategies.
52. Our teachers believe that the use of instruction grounded in current knowledge of best practice makes a difference in student learning.

**Q8: Do we use <u>formative assessments</u> aligned with curriculum and instruction?**

53. We regularly use common unit assessments across all classes teaching the same content standards.
54. Our assessments cover the basic content standards that the state expects our students to master.
55. We administer formal assessments that mimic state tests, provide data about mastery, and help students acclimate to testing protocols.
56. We modify lesson design and instruction based upon formative assessment data.
57. We involve students in the design and scoring of assessments.
58. We provide timely, meaningful feedback to students based upon formative assessments.
59. Our teachers believe that using formative assessment data to redesign and reteach make a difference in student learning.

**Q9: Does <u>district leadership</u> implement policies and practices that support school-site change?**

60. Our district administrators and policy makers understand the processes necessary for school improvement, including the multiple and complex facets of culture, climate, curriculum, instruction, assessment, etc.
61. Our district administrators and policy makers make decisions and set policy based upon what is best for all students in the district.
62. Our district administrators and policy makers provide the personnel resources necessary for school improvement.
63. Our district administrators and policy makers support changing student achievement through steady, continuous school improvement processes, even though the changes take years to achieve.
64. Our teachers believe that the actions and decisions of district administrators and policy makers make a positive difference in student learning.