

Quality Review Record Book

2024-2025

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School Name	
DBN	
Address	
School Phone	
School Leader	
School Leader's Direct Phone	
Date of Review	
Reviewer(s)	

Guidance for Completing the Record Book

The 2024-2025 Quality Review Record Book is used by reviewers to document findings and evidence gathered throughout the review process. Reviewers record low- and mid-inference statements throughout the review that will inform the rating of each sub-indicator. The Record Book includes sample questions as guidance for reviewers to begin gathering evidence for each Instructional Core sub-indicator of the NYC School Quality Rubric. These questions are not intended to be comprehensive. Reviewers may select and modify sample questions while conducting pre-review analyses to use during the review as well as construct questions specific to the school to use during the school visit.

Guidance for Maintaining the Record Book

Reviewers maintain completed Record Books on file for a minimum of one year following the completion of the Quality Review report, as it may be needed by the Office of School Quality during an appeal process.

Pre-Review Preparation Tools

Pre-Review Notes

In the space provided below, reviewers may choose to record findings and draft questions based on reviewing the Self-Evaluation Form and school context information.

Pre-Review Preparation Notes					
Ratings from the most recent QR:			Year of most recent QR: Choose an item.		
1.1 Choose an item.	1.2 Choose an item.	2.2 Choose an item.	3.4 Choose an item.	4.2 Choose an item.	
1.4* Choose an item.	1.3* Choose an item.	3.1* Choose an item.	4.1* Choose an item.	5.1* Choose an item.	
<i>* If applicable</i>					
Notes:					
Ratings from the Formative Review:					
1.1 Choose an item.	1.2 Choose an item.	2.2 Choose an item.	1.4 Choose an item.	3.4 Choose an item.	5.1 Choose an item.
Notes:					

Requested Documents Checklist

In the space provided below, reviewers may choose to track the requested documents the school leader saves in SharePoint to support preparation for the Pre-review Call, and communications with the school leader as needed.

Requested Documents Checklist		
Document	Received	Notes (outreach, follow up, points of contact, etc.)
Table of Organization		
Teacher Programs/Flow of the Day		
SEF		
Curricula		
Mission statement/vision statement		
Statement of Instructional Focus and rationale		
Curricula: ELA		
Curricula: Algebra (if applicable)		
Curricula: other		
Pedagogy		
Artifacts for teaching practice alignment		
Student Work products		
Other: <i>(add rows as needed)</i>		
Assessments		
Assessment tools		
Assessment Data		
Grading Policy		
Analyzed Data		
Student work samples		
Other: <i>(add rows as needed)</i>		

Pre-review Call

In the space below, reviewers may record salient notes from the pre-review phone conference with the school leader.

Pre-review Call			
School DBN/Name	School Leader	Visit Date	Teams Call Date/Time
Overview		NOTES	
<p>Introductions, confirm this time still works for school leader.</p> <p>Say: The purpose of this meeting is to ensure that the SL and their team have all the information to understand the school visit. This conversation will take approximately 30 minutes and will cover guidance for the selection of classrooms, teachers and students, scheduling, clarifying questions regarding submitted documents, logistics and any other questions or concerns you may have. The events overview document has all of the information you need, but during this call, we will touch on some things we want to highlight.</p> <p>This visit will be focused on the Instructional Core indicators (1.1, 1.2, 2.2) of the NYC School Quality Rubric, which contains 9 sub-indicators, 3 for each indicator, as well as their impact on teaching and learning.</p> <p>Share with the School Leader that moving forward from today, they can utilize this chat, as well as email to get links to resources, ask questions or share documents.</p> <p>Share reminders about completing the Self-Evaluation Form (SEF) and sharing other docs if not already submitted</p>		<p>Other people present:</p> <p>Share links in the chat to:</p> <ul style="list-style-type: none"> School Leader's Guide Rubric Schedule and Event Overview <p>• <School's individual SharePoint>*</p> <p>*Reviewer should add link to School's SharePoint here to have it ready to share in the chat during the Pre-review call.</p>	
Arc of Call			
<ul style="list-style-type: none"> Guidance for SL selection of teachers and students and classrooms Student work expectations Culminating Conference Information Review Schedule Identifying any missing documents Clarifying questions Logistics 			
Guidance for Selection of Teachers, Students and Classes			
Teacher Meeting			
<p>Say: We will have one 45-minute question-and-answer meeting with teachers representing varied grade levels and content areas to integrate multiple perspectives.</p> <ul style="list-style-type: none"> School Leader selects around 4-6 teachers; focused on discussing the instructional core - pedagogy, curricula, and assessments 			

<ul style="list-style-type: none"> ○ In HS, school leaders should select at least one grade 9 algebra teacher to participate ○ The UFT chapter leader should be invited 	
<p>Student Meeting</p> <p>Say: we will have one 45-minute student group meeting</p> <ul style="list-style-type: none"> ● Reviewer picks four students and school leader picks two students. ● Reviewer selections will be diverse to gather multiple perspectives from across the diverse groups within the school community. ● School leaders should pick two students who represent the diversity of the school community and can speak to their educational experience. ● All students should come to the meeting with either a portfolio, or a minimum of three work samples that reflect the school’s expectations for learning and assessment across content areas. Such as: writing, problem solving, lab reports and projects representing different subject areas. ● Reviewer will provide the list of reviewer-selected students on the morning of the visit, which will be based on an equitable representation of the school in terms of demographics, need, and performance. <p>Say: We strongly recommend choosing students with a higher attendance rate, as well as creating an alternate list of students should a selected student be absent.</p>	
<p>Classroom Visits</p> <p>Say:</p> <ul style="list-style-type: none"> ● We will visit 5 classrooms together <ul style="list-style-type: none"> ○ 15-minutes in the classroom, followed by a 5-minute walk and talk debrief to discuss our observations ○ Reviewer will select 3 classes to visit, school leader will select 2 <ul style="list-style-type: none"> ▪ Elementary School/D75: Reviewer will select at least one ELA classroom, as should the school leader for a total of 2 ELA classes ▪ HS: Reviewer will select at least one 9th grade Algebra classroom, and the school leader could as well for a total of 2 Algebra 9 classes ● The rest of the classrooms should be selected across grades and content areas; thought should be given to classrooms/teachers that best represent the school’s beliefs around how students learn best. ● Observation will be of instruction, student engagement, student work, and assessment of learning ● Reviewer would like to review lesson plans for every class visited, ideally, within the first 5 minutes of entering the room. ● Teachers should be fully engaged in instruction and not initiate interaction with the reviewer. 	

<ul style="list-style-type: none"> • Reviewer may look at student work kept in the room, if accessible • Photographs of student work, but not of students or staff will likely be taken. Please let the school community know this, so no one is surprised <p>Ask: Can we take a look at your Table of Organization? Do any of the teachers fall in the following categories:</p> <ul style="list-style-type: none"> • Highly effective • Teacher Improvement Plan (TIP) • Probationary • Long-term subs • UFT rep <p>Share: School leaders should consider having a few additional classes in mind as a backup.</p>	
Guidance for Selection of Student Work	
<p>Student Work</p> <p>Say:</p> <ul style="list-style-type: none"> • School Leaders can share up to five additional digital and/or physical samples of previously assessed student work that represent the school's instructional expectations. • The work samples will go with the reviewer so please give copies if originals need to be kept in the school. 	
Culminating Conference	
<p>Say: The Culminating Conference will occur at the end of the visit during which the reviewer will share ratings and verbal feedback on all 9 sub indicators and select by indicator:</p> <ul style="list-style-type: none"> • 1 Area of Celebration • 1 Area of Focus (high leverage area for the school) <p>Say: If the leader chooses, members of the leadership team, and one Central or district support person may be included in the CC.</p> <p>After the Culminating Conference, as a last step, you will get an email from a program associate giving you a link to a feedback survey. We hope you will take the time to fill this out as we value your feedback on the process.</p>	
Schedule	
<p>Schedule Revisions</p> <p>Say: Can we review the draft schedule I sent you?</p> <p>Review each event scheduled with the school leader</p> <ul style="list-style-type: none"> • Do the times work for the school community? • Are all events scheduled? • Are 5 classrooms scheduled to visit, across grades and subject areas that best represent the school. Remember to include time for adjustments of selected classes, as needed? 	

<ul style="list-style-type: none"> • Has a 5 minute debrief been accounted for after each classroom visit? • Are room numbers available? (Can be added morning of visit if necessary) • Are there any daily routines that occur in your school I should be aware of? (ex. Morning announcements) 	
Clarifying Questions on Other Docs	
<p>Say: Let's review the requested document list SEF - Clarifying questions regarding content (acronyms etc.)</p> <ul style="list-style-type: none"> • Master schedule or teacher programs • Bell schedule • Table of organization <p>Say: Let's review your school's SharePoint (share link)</p> <p>Say: Beginning this year, we created a SharePoint folder for all school visits. Only the reviewer and the program associate will have access to the data trails folder – the data trails folder is the folder reviewers use to prepare for the school's Instructional Core Review. Once the review has been completed, school team members' access will be removed.</p>	<p>If reviewers have all documents and have no clarifying questions, skip down to reviewing the school's SharePoint.</p> <p>Share links in the chat to:</p> <ul style="list-style-type: none"> • <School's individual SharePoint>
Logistics	
<p>Ask:</p> <ul style="list-style-type: none"> • Parking – are there parking lots near the school? (If needed) • Private space to work during reflection times. 	
Closing Reminders	
<ul style="list-style-type: none"> • Ask if there are any clarifying questions. • Remind school leader at the end of the visit they will receive an email from the program associate for them to determine if they want the 2024-25 QR ratings to be posted and included in the 2025-26 School Quality Report • Remind school leader of Visit date • Remind school leader of the Visit resources including School Leaders' Guide, the chat and <link to SharePoint> • Exchange cell phone numbers in case of emergency • Thank school leader for their time 	

Notes:

School Leaders

Suggested Questions – Meeting with School Leaders

Instructional Core (1.1, 1.2, 2.2)

1.1 Curriculum

- What key decisions have been made this year to ensure alignment to State standards, CR-SE, and the school's instructional focus/goals? (1.1a)
 - What is the school's approach to integrating State standards? Are particular standards currently being focused on across grades/subjects? Why? (1.1a)
 - What key decisions have been made this year to ensure alignment to State standards and the school's instructional focus/goals? (1.1a)
 - How are curricula aligned to culturally responsive and sustaining educational (CR-SE) practices? (1.1)
 - What decisions regarding CR-SE have you made to ensure the curricula is inclusive and supports diversity? (1.1a)
 - What CR-SE-based or other adjustments have been made by teachers to curricular materials to build coherence across grades and subject areas? (1.1a)
- How do the curricula promote next grade/level, college, and career readiness? (1.1a)
- How has the curricula evolved to ensure that the content represents the background of the school's students, their community, and international perspectives? Provide specific examples of units of study or lessons. (1.1a)
- What adjustments have been made by teachers to curricular materials to build coherence across grades and subject areas? Why? (1.1a)
- How have the curricula evolved to ensure that the content represents the background of all students, their community, and international perspectives to be in alignment with the State standards and the expectations of culturally responsive-sustaining education practices (CR-SE)? Provide specific examples (unit plans are not necessary to provide). (1.1a)
- How are these decisions around CR-SE represented across grades and subject areas? (1.1a)
- What decisions have school leaders and teachers made to ensure curricula is inclusive and supports linguistic diversity? (1.1a)
- What steps do teachers take to determine the appropriate rigor of a task? (1.1b)
- Describe a student task where all learners, including MLs/ELLs, students with disabilities, and historically marginalized groups must demonstrate their thinking. (1.1b)

- What aspects of the curricula ensure that all students engage in rigorous habits and higher-order skills, including MLs/ELLs, students with disabilities, historically marginalized groups, and students who demonstrate mastery? Are there examples across grades and subject areas? (1.1b)
- How do teachers use data and student work to plan the curricula, lesson plans, and/or tasks to meet the diverse needs of all students? (1.1c)
- How do teachers plan for the needs of the varied learners in the classroom? (1.1c)
- What is the process for modifying, revising, and extending the curricula to meet the needs of varied learners? What informs the modifications? (1.1c)
- What is the process for modifying, revising, and extending the curricula? What informs the modifications? How do teachers plan for the needs of the varied learners in the classroom? (1.1c)
- Describe a task/project that teachers created or used and how planning incorporated students' strengths and needs. (1.1c)

1.2 Pedagogy

- What are the school's core beliefs about how students learn best? What are the practices that you expect we will see during our classroom observations? (1.2a)
- Do the school's core beliefs about how students learn best include CR-SE? If so, please give an example. (1.2a)
- How are the core beliefs about how students learn best informed by the Danielson *Framework for Teaching* and inclusive teaching practices? (1.2a)
- How are the school's core beliefs about how students learn best coherently reflected in classrooms and teaching practices? (1.2a)
- How are the school's core beliefs about how students learn best reflected in student work products across grades and subject areas? Can you provide any examples? (1.2a)
- What will we see in classrooms that would be evidence of culturally responsive and sustaining educational practices? (1.2a)
- What teacher practices are we going to see in classrooms that are aligned to the Danielson *Framework for Teaching* and the expectations of CR-SE? Provide specific examples. (1.2a)
- How do teachers prepare for the learning needs of all learners, including MLs/ELLs, students with disabilities, low and high performers, and historically marginalized groups? (1.2b)
- How do teachers support students who need extra help or acceleration? (1.2b)
- Describe the type of student thinking, participation, and ownership we will see from students in our classroom visits. (1.2c)

2.2 Assessment

- How do school leaders expect teachers to develop a shared language and a picture of student mastery across grade and subject areas thinking about the creation, implementation, and execution of:
 - Assessments,
 - Rubrics, and
 - Grading policies? (2.2a)
- What are the expectations for teachers in providing feedback to students? (2.2a)
- What have school leaders learned from schoolwide assessment data to date, and how has it impacted teaching and learning? (2.2b)
- What common assessments are currently being used? (2.2b)
- How do school leaders use common assessments to address the school's teaching and learning goals with all students, including MLs/ELLs, students with disabilities, and historically marginalized groups? (2.2b)

- How do school leaders use assessment data to prioritize and make informed adjustments to curricula or instruction? Can you give a specific example? (2.2b)
- How are data-based adjustments made to curricula and instruction to provide all students, including MLs/ELLs, students with disabilities, and historically marginalized groups, with supports that:
 - Build on students' strengths,
 - Provide for continuity, and
 - Accelerate learning? (2.2b)
- How do school leaders expect teachers to check and monitor for student understanding across classrooms? Can you provide any evidence or examples? (2.2c)
- What instructional adjustments are teachers expected to make, both in the moment and long-term, based on checks for student understanding? (2.2c)
- In what ways do students assess their own work and the work of their peers? Can you provide any evidence or examples? (2.2c)

Meeting Notes

During the school visit, school leaders will meet with the reviewer one time for a 90-minute Leadership Meeting and a Mid-day School Leader Check-in for 15 minutes. Each meeting will be between the school leader and the reviewer. At the school leader's discretion, additional school leaders who are knowledgeable about school practices and their impact are welcome to join the conversation.

Leadership Meeting		
Date:	Time:	Location:
Participants:		
Notes:		

1.1 Curriculum – Instructional Core

<i>To what extent do school leaders and faculty regularly:</i>	
Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to State standards ¹ and/or content standards	
Indicator	Questions & School Leadership Responses
1.1 (a)	<i>Directors should feel free to customize their questions as needed from the bank of questions provided above.</i>
1.1 (b)	
1.1 (c)	

1.1 – Curriculum (continued)

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1.2 Pedagogy – Instructional Core

<i>To what extent do school leaders and faculty regularly:</i>	
Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by State standards and the Danielson <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.	
Indicator	Questions & School Leadership Responses
1.2 (a)	
1.2 (b)	
1.2 (c)	

1.2 – Pedagogy (continued)

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2.2 Assessment – Instructional Core

<i>To what extent do school leaders and faculty regularly:</i>	
Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.	
Indicator	Questions & School Leadership Responses
2.2 (a)	
2.2 (b)	
2.2 (c)	

2.2 – Assessment (continued)

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Teachers

Suggested Questions – Meeting with Teachers

Instructional Core (1.1, 1.2, 2.2)

1.1 Curriculum

- What key decisions have been made this year to ensure alignment to State standards, CR-SE, and the school's instructional focus/goals? (1.1a)
- What CR-SE-based adjustments have been made by teachers to curricular materials this year to build coherence across grades and subject areas? Why? (1.1a)
- How does the curricula promote the next grade/level, college, and career readiness? (1.1a)
- How have the curricula evolved to ensure that the content represents the background of the school's students, their community, and international perspectives? Provide specific examples of units of study or lessons. (1.1a)
- What decisions have school leaders and teachers made to ensure curricula is inclusive and support linguistic diversity? (1.1a)
- Share a rigorous task and explain how teachers determined the appropriate level of rigor for students. (1.1b)
- What aspects of the curricula ensure that all students engage in rigorous habits and higher-order skills, including MLs/ELLs, students with disabilities, historically marginalized groups, and students who demonstrate mastery? Are there examples across grades and subject areas? (1.1b)
- How do teachers use data and student work to plan the curricula, lesson plans, and/or tasks to meet the diverse needs of all students? (1.1c)
- How do teachers plan for the needs of the varied learners in the classroom? (1.1c)
- What is the process for modifying, revising, and extending the curricula to meet the needs of varied learners? What informs the modifications? (1.1c)
- Describe a task/project that teachers created or used and how planning incorporated students' strengths and needs. (1.1c)

1.2 Pedagogy

- What are the school's core beliefs about how students learn best? (1.2a)
- How are the school's core beliefs about how students learn best coherently reflected in classrooms and teaching practices? (1.2a)
- How are the school's core beliefs about how students learn best reflected in student work products across grades and subject areas? Can you provide any examples? (1.2a)
- What evidence of culturally responsive and sustaining educational practices can be seen in classrooms? (1.2a)
- To what extent do teachers use student work and data to inform decisions about teaching and learning? (1.2a)
- How do teachers support students who need extra help or acceleration, including for MLs/ELLs, students with disabilities, low and high performers, and historically marginalized groups? (1.2b)
- How do teachers prepare for student learning needs, including MLs/ELLs, students with disabilities, low and high performers, and historically marginalized groups? (1.2b)
- In what ways do you ensure that your instruction represents multiple perspectives, cultures, and backgrounds? (1.2b)
- In what ways do you use your students' prior knowledge to make your lessons relevant to their everyday life? (1.2b)
- How do teachers support students who need extra help or acceleration? (1.2b)
- Describe a task/project/presentation in class where students had a choice and took the lead on making the final piece something that reflected their thoughts, ideas and/or interests. (1.2c)

- How often do students participate in classroom discussions with a partner, in a small group, or whole-class discussion? (1.2c)

2.2 Assessment

- How do teachers develop a shared language across grades and content areas when using or creating assessments, rubrics, and grading policies that help paint a picture of student mastery? (2.2a)
- How do teachers provide feedback to students? (2.2a)
- What have teachers learned from schoolwide assessment data to date and how has it impacted teaching and learning? (2.2b)
- How do teachers use assessment data to prioritize and make informed adjustments to curricula or instruction? Can you give a specific example? (2.2b)
- How are data-based adjustments made to curricula and instruction providing all students, including MLs/ELLs, students with disabilities and students who have been historically marginalized, with supports that:
 - build on students' strengths,
 - provide for continuity,
 - accelerate learning? (2.2b)
- How do teachers use common assessments to address the school's teaching and learning goals with all students, including MLs/ELLs, students with disabilities and students who have been historically marginalized across grades and content areas? (2.2b)
- Provide an example of what the data has revealed, and the actions taken to address findings. (2.2b)
- How do teachers check and monitor students' understanding in classrooms? What instructional adjustments do teachers make in response? (2.2c)
- What opportunities do students have for self-assessment? (2.2c)

Teacher Meeting

The reviewer will meet with a group of teachers selected by the school leader representing the various content areas and grades.

Questions & Responses

Teacher Meeting (continued)

Empty rectangular box for notes.

Students

Suggested Questions – Meetings with Students

Instructional Core (1.1, 1.2, 2.2)

1.1 Curriculum

- From the work you brought with you, please select an assignment/task/project to share. What are some important activities you have done in developing this assignment/task/project? (1.1a)
- For younger students: Do you see yourself or other members of your community in the characters of the books or resources you read and in your assignments? Can you provide an example? (1.1a)
- In what ways does the curriculum represent a racially and culturally diverse perspective? How do you learn about your culture and the cultures of other students in your classes/courses? Can you share an example? (1.1a)
- From the work you brought with you, please select a task/project that was challenging. Why was it a challenge? How did you meet the challenge? (1.1c)
- What's something in this assignment/task/project that made you feel successful? Why? (1.1c)

1.2 Pedagogy

- How do you learn best and how does your teacher incorporate that in your daily learning? (1.2a)
- What has helped you be successful in this task/project/assignment? Why do you think you've been successful with those things? (1.2a)
- How do your teachers help you develop your skills? If you have more than one teacher, do they have common ways of helping you? (1.2b)
- What do you do when you need help? How do you know what to do when you need help or support? (1.2b)
- What do you do if you finish your work before others? (1.2b)
- How do teachers integrate yours or other students' backgrounds, passions, interests, learning styles, and lived experiences into the curricula? (1.2b)
- What's something you've learned in this project that you're proud of? (1.2b)
- What have you learned about yourself as a student (or as a writer/reader/mathematician) (1.2b)?
- How do you like to demonstrate what you know (writing, storytelling, acting, making things, tests) (1.2b)?
- How do you feel about speaking in class? How often do you participate in class discussions? What about your classes/courses that help with your confidence to speak in class? What are some ways that your teacher(s) include students' backgrounds and interests in their lessons? (1.2c)
- Describe a task/project/presentation in class where you had a choice and took the lead on making your final piece something that reflected your thoughts, your ideas, and/or your interests. (1.2c)
- Describe an assignment where you collaborated with other students in your class. (1.2c)
- How often do you participate in classroom discussions with a partner, in a small group, or whole-class discussion? (1.2c)
- How have other people helped you to make your work better? Can you give an example? (1.2c)
- When you think about your experience in your classes, how would you describe it? What advice would you give to your teachers to make your learning experiences better? (1.2c)
- How is your perspective, and those of your peers, acknowledged during discussions? (1.2c)
- How are you encouraged to share alternate solutions and/or experiences? (1.2c)

- How is the class structured so you can talk about your learning? (1.2c)
- As a student, what is the best thing about your classroom experience? What has been most challenging? (1.2c)
- What is the biggest challenge that you've faced in your classes over this current school year? How did you manage that challenge? (1.2c)
- If you could wave a magic wand what is one thing that you'd like to change or create in your school/classroom to make it more inclusive and equitable? (1.2c)
- How will I know, or what might tell me, that you are engaged in a class? What might you say or do to let your teachers know that you are feeling successful? (1.2c)

2.2 Assessment

- How do teachers provide you with feedback on your work? (2.2a)
- How will I know, or what might tell me that you need help, or that you're having trouble? (2.2a)
- After you have taken a test, how do you know what to work on to improve your grade/score or move to the next level? How does the teacher support your growth in that area? (2.2b)
- Provide an example of a time when you did not understand what your teacher taught and what next steps were taken. (2.2c)
- Do you assess/check your own work? How does that help you? (2.2c)

Student Meeting

The reviewer selects four students, and the school leader selects two students. This group should strategically reflect a range of student needs and performance. All students should come to this meeting with a minimum of three various work samples—such as writing, problem-solving, lab reports, and projects—from different subject areas that reflect the school's expectations for learning and assessment. Though not required, the reviewer should encourage the school leader to have students bring ELA and Algebra 9 student tasks along with the work products for Task Review Ratings.

	Name	Grade	Demographic Data/Notes	NYS-ELA	NYS-Math
1					
2					
3					
4					
5*					
6*					

* School Selected

Questions & Student Responses

Student Meeting (continued)

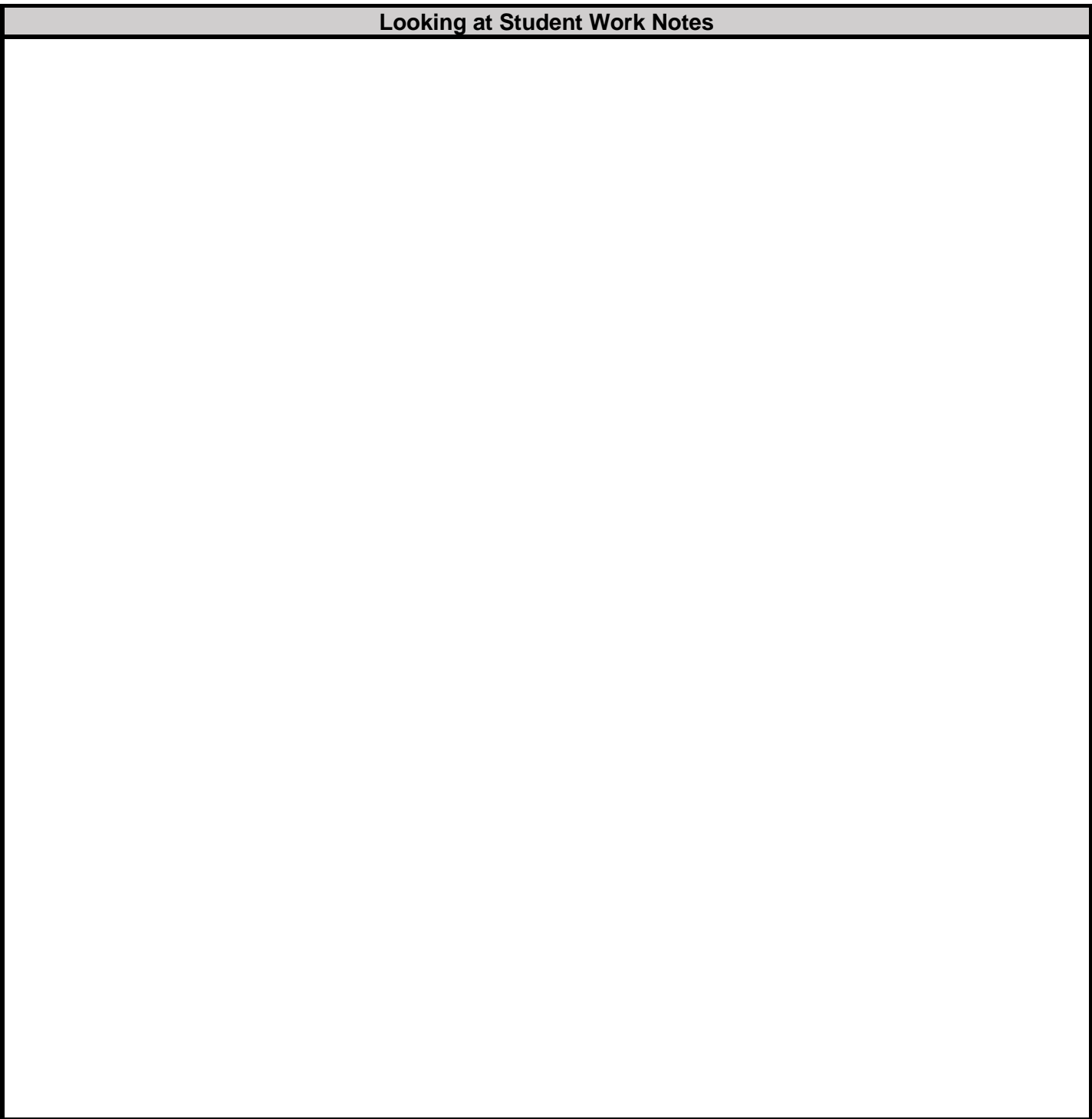
Student	Task	Questions and Responses – Student Work	Indicator(s)

Looking at Student Work Tool

(optional 5 additional pieces)

Task	Source	Notes	(sub) Indicator(s)

Looking at Student Work Notes



Classroom Visitation Tool

CV-1

Classroom Visitation Tool			
<i>*Reviewers may customize the subheadings in the Low-Inference Notes columns to suit their needs.</i>			
Reviewer:	Teacher(s):		
Date:	Additional Participants:		
Grade(s)/Subject:	Subject: Students:	Time:	# of
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Self-Contained <input type="checkbox"/> ICT <input type="checkbox"/> Dual Language/ Bilingual <input type="checkbox"/> Other:		
Low-Inference Notes			
<i>*Did you capture student work for the task review in this classroom? () Yes () No</i>			
What is the teacher doing?	What are the students doing?		

Other classroom noticings (e.g., student work, teacher/student comments)	
Classroom Visit Debrief Notes	
Evidence of Quality Indicator Summaries	
Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self- assessment (2.2c)	

CV-2

Classroom Visitation Tool			
Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject: Students:	Time:	# of
Lesson portion viewed:	() Gen Ed. () Self-Contained	() ICT	() Dual Language/ Bilingual () Other:
Low-Inference Notes			
*Did you capture student work for the task review in this classroom? () Yes () No			
What is the teacher doing?		What are the students doing?	

Other classroom noticings (e.g., student work, teacher/student comments)	
Classroom Visit Debrief Notes	
Evidence of Quality Indicator Summaries	
Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self- assessment (2.2c)	

CV-3

Classroom Visitation Tool			
Reviewer:		Teacher(s):	
Date:		Additional Participants:	
Grade(s)/Subject:	Subject: Students:	Time:	# of
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Self-Contained <input type="checkbox"/> ICT <input type="checkbox"/> Dual Language/ Bilingual <input type="checkbox"/> Other:		
Low-Inference Notes			
*Did you capture student work for the task review in this classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No			
What is the teacher doing?		What are the students doing?	

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self- assessment (2.2c)	

CV-4

Classroom Visitation Tool			
Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject: Students:	Time:	# of
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Self-Contained <input type="checkbox"/> ICT <input type="checkbox"/> Dual Language/ Bilingual <input type="checkbox"/> Other:		
Low-Inference Notes			
*Did you capture student work for the task review in this classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No			
What is the teacher doing?		What are the students doing?	

Other classroom noticings (e.g., student work, teacher/student comments)

Classroom Visit Debrief Notes

Evidence of Quality Indicator Summaries

Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self- assessment (2.2c)	

CV-5

Classroom Visitation Tool			
Reviewer:		Teacher(s):	
Date:	Additional Participants:		
Grade(s)/Subject:	Subject: Students:	Time:	# of
Lesson portion viewed:	<input type="checkbox"/> Gen Ed. <input type="checkbox"/> Self-Contained <input type="checkbox"/> ICT <input type="checkbox"/> Dual Language/ Bilingual <input type="checkbox"/> Other:		
Low-Inference Notes			
*Did you capture student work for the task review in this classroom? <input type="checkbox"/> Yes <input type="checkbox"/> No			
What is the teacher doing?		What are the students doing?	

Other classroom noticings (e.g., student work, teacher/student comments)	
Classroom Visit Debrief Notes	
Evidence of Quality Indicator Summaries	
Beliefs (1.2a)	
Multiple Entry Points (1.2b)	
DOK Level of Task (1.2b, 1.2c)	
Extensions 1.2b	
Ownership (1.2c)	
Checks for Understanding Student Self-assessment (2.2c)	

Mid-day School Leader Check-In Tool

Date	Time	Location
Participants		
Guidance		
<p>The purpose of this check in is to give an opportunity for the reviewer to surface gaps in evidence ahead of the final Reviewer Reflection time.</p> <p>Suggested steps for this check-in:</p> <p>Step 1: Reviewer Share (~5-7 minutes)</p> <ul style="list-style-type: none"> • Surface evidence, trends, and/or patterns gathered during the morning events • Briefly review evidence gathered, or connections made at these events without giving ratings • • Ask clarifying questions about documents already shared. • Share issues that may have arisen during a meeting where the school leader was not present that the reviewer wants to share outside of the Culminating Conference. • <p>Step 2: School leader response (~3-5 minutes)</p> <ul style="list-style-type: none"> • School leaders ask clarifying questions and respond by confirming statements and/or offering additional information. • The reviewer may need to ask school leaders to remain low on the ladder of inference, which means keeping the discussion and comments based on evidence as much as possible before making interpretations of what was seen and heard during the day • <p>Step 3: Logistics (~1-2 minutes)</p> <ul style="list-style-type: none"> • Ask for any additional evidence/artifacts or share additional evidence gathered at these meetings. • Accept any documents the school leader wants to share before the final reflection time. • Agree on a time for additional evidence to be submitted during the first 20 minutes of the final reviewer reflection time, if needed. • Confirm the time of the Culminating Conference and where to print copies of the report. 		
Reviewer Notes:		
School Leader's Response		

Culminating Conference Tool

Participants		
Date:	Time:	Location:
Step 1 Review of Format and Norms: (~3 minutes) <ul style="list-style-type: none">➤ Norms: Maintain respectful dialogue, focus on evidence, avoid assumptions, and build collaborative understanding.➤ The Culminating Conference is conducted between the reviewer and school leader; however, at the discretion of the school leader, the other participants invited may contribute to the presentation of evidence. The conference is a space where verbal feedback about the practices and their impact according to NYC School Quality Rubric and the written report is shared.➤ I will begin with the AoC and AoF, followed by the remaining indicator of the Instructional Core.➤ I will provide an opportunity to respond after the AoC and AoF feedback is provided. You will also have a chance to respond at the end, make comments and ask questions		
Step 2 Provide the completed ratings form (~3 minutes) <ul style="list-style-type: none">➤ The reviewer will share the report with the school leader and key members present in the meeting.➤ The reviewer will allow a few minutes to review the report individually. School leaders may ask any clarifying questions about the report structure.		
Step 3 Share verbal feedback and discuss (~25 minutes) <ul style="list-style-type: none">➤ Begin with the AoC. Allow the school leader to respond.➤ Begin with the AoF. Allow the school leader to respond.➤ Share verbal feedback on the remaining indicator of the Instructional Core		
Step 4 School leader Response (~10 minutes) <ul style="list-style-type: none">➤ Principal responds to the reviewer's feedback and comments on supporting evidence.➤ Principal asks clarifying questions about what the reviewer shared.➤ The school leader may ask for further discussion about any sub-indicators in more detail within the allotted timeframe.		
Step 5 Wrap Up (~3 minutes) <ul style="list-style-type: none">➤ The reviewer closes the meeting by thanking the school leader and the school community for their collaboration.➤ The reviewer shares that the school leader should expect an email from the program associate along with a short survey and appeal instructions. Give the school leader the School Leader Survey handout with QR code and explain if they wish to take the survey now they can use the QR code to retrieve the survey.➤ There is a formal appeal process if you should choose to appeal.		
School Leader's Response		

Additional Evidence Offered by school leader or other participant

Culminating Conference Preparation Tool

Please Select One: Choose an item.	
1.1 Instructional Core: Curriculum Ensure engaging, rigorous, and coherent curricula in all subjects, <u>accessible for a variety of learners and aligned to State standards¹ and/or content standards and culturally responsive and sustaining educational practices</u>	Rating
1.1a:	Choose an item.
1.1b:	Choose an item.
1.1c:	Choose an item.
Please Select One: Choose an item.	
1.2 Instructional Core: Pedagogy Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by State standards and the Danielson <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students <u>produce meaningful work products</u>	Rating

1.2a:	Choose an item.
1.2b:	Choose an item.
1.2c:	Choose an item.
Please Select One: Choose an item.	
2.2 Instructional Core: Assessment Align assessments to curricula, use on-going assessment and equitable grading practices, and analyze information on student learning outcomes <u>to adjust instructional decisions at the team and classroom levels</u>	Rating
2.2a:	Choose an item.
2.2b:	Choose an item.
2.2c:	Choose an item.