

School Quality Expectations 2024-2025

Below are examples of evidence of school practices and their resulting impact aligned to all 10 indicators and their sub-indicators of the **2024-2025 NYC School Quality Rubric**. These examples are not meant to serve as an exhaustive checklist, but rather as guidance for school communities about expectations of well-developed practices that support effective teaching and learning.

1.1 Curriculum

To be Well Developed:

- School leaders and teachers can articulate how they ensure curricula represent racially, culturally, and linguistically diverse perspectives and how the curricula are aligned to State standards and other content area standards. They can also articulate a chosen strategy for integrating State standards and the expectations for culturally responsive and sustaining educational practices. As a result, there is curricular coherence across grades and subjects, defined as the fluid connection and coordination between the learning objectives, standards, or instructional practices across grades and subject areas. (a)
- The school has clearly defined inclusive criteria for what it means to exit a grade level and to attain the enduring understandings, key skills, and concepts, including digital technology, computational thinking and durable skills, that results in coherence across grades and subjects promotes success in college and career for all students. (a)
- School leaders and teachers integrate State standards by making purposeful connections between the standards, the topics in each subject, and post-secondary outcomes and pathways, which promotes college and career readiness within a grade and as all students advance through the grades. (a)
- Rigorous habits and higher-order skills—such as those that require students to create their own meaning, integrate skills into processes, and use what they have learned to solve real world problems—are identified, defined, and embedded within curricula and academic tasks coherently across grades and subjects, for all students. (b)
- Curricula and academic tasks require all learners, including English Language Learners (MLs/ELLs), students with disabilities, and historically marginalized groups, to think accurately and with clarity, identify and consider multiple meanings and interpretations, take and support positions, and engage in inquiry, use and adapt what they know, deal with ambiguity, and demonstrate their thinking in new learning situations. (b)
- Habits, as follows, are explicitly embedded curricula and academic tasks: listening with understanding and empathy, thinking flexibly, using metacognition, questioning and problem posing, applying past knowledge to new situations, thinking and communicating with clarity and precision, creating, imagining, and innovating, taking responsible risks, thinking interdependently, and remaining open to continuous learning, across grades and subject areas for all students. (b)

- Curricula and tasks across grades and subjects challenge all learners, including MLs/ELLs, students with disabilities, historically marginalized groups, to think critically, ensuring that all students can demonstrate their thinking through their work products. (b)
- Teachers across grades and subjects use student work and data to plan and refine curricula and academic tasks to provide access and cognitively engage all students, including lowest and highest achieving students. (c)
- School leaders and teachers provide a data-informed rationale that identifies areas of growth for all students, including MLs/ELLs, students with disabilities, and historically marginalized groups. The rationale also explains how curricula and academic tasks are planned and refined so that all students access curricula and tasks and are cognitively engaged at a level consistent with the academic expectations for that grade level or beyond. (c)
- Lesson planning documents reflect teachers' understanding of students' diverse racial, cultural, and linguistic interests, modalities, and needs. Available resources, including technology, result in a series of learning activities that engage all students in high-level cognitive activity. Lesson and unit structures allow for different pathways to understanding according to diverse student needs. (c)
- Curricula and academic tasks embed appropriate scaffolds and differentiated strategies to engage all students, including individual and groups of students, and advance through the content. (c)

1.2 Pedagogy

To be Well Developed:

- Across a preponderance of classrooms, teacher practices consistently reflect and support a coherent set of schoolwide beliefs about how students learn best; teachers and school leaders can articulate how those beliefs are informed by the Danielson *Framework for Teaching*, aligned to standards-based curricula, and shaped by teacher team and faculty input. (a)
- Instruction, student work products, strategies, and learning activities are derived from standards-based curricula and reflect school leaders' espoused beliefs about optimal student learning situations; beliefs are influenced by the priorities of the Danielson *Framework for Teaching*, the expectations for culturally responsive and sustaining educational practices, and State standards. (a)
- Instructional student groups are organized thoughtfully and are varied, as appropriate; they build on student strengths and incorporate technology and student choice, as appropriate, to maximize learning. (b)
- Teaching strategies and instructional tasks are enhanced to adapt to diverse learning styles and interests and address the needs of all students, including MLs/ELLs, students with disabilities, historically marginalized groups, and the highest and lowest achieving students. (b)
- Across classrooms, teachers strategically use scaffolds, questioning, opportunities for choice, and other teaching practices to create a variety of ways for all students to access the

content or task, be supported in learning, or extend it to different possible endpoints, so all students show mastery of the learning objectives and corresponding standards. (b)

- Teaching practices include scaffolded opportunities for all students to engage in learning experiences such as inquiry, project-based and collaborative learning, questioning, and discussions that promote high levels of thinking. Strategic use of scaffolding techniques that may be in students' home language(s), including modeling, needs-based grouping, activating prior knowledge, effective use of graphic organizers, visuals, imagery, technology, and a variety of academic vocabulary supports, provide multiple entry points to lessons and tasks for all learners. (b, c)
- Teachers, across classrooms, provide all students with challenging learning tasks that require critical thinking, analysis, and problem solving. Additionally, tasks encourage inquiry, collaboration, and ownership among students. (c)
- Teachers use a progression of leveled questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. These high-quality questions encourage students to make connections between concepts or events previously believed to be unrelated and arrive at new understandings of complex material. (c)
- Students formulate questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. (c)
- Students, across the vast majority of classrooms, produce work and engage in discussions that reflect critical thinking, creativity, innovation, and problem-solving, as well as student ownership of the learning process. (c)
- Ample student-to-student dialogue using academic vocabulary and evidence-based accountable talk is built into the lesson. Students can articulate what they are working towards, why it is important, and how they help determine the direction of lessons. (c)

2.2 Assessment

To be Well Developed:

- Teachers and school leaders articulate coherent reasons for assessment choices; assessments are aligned to State standards or content standards in the curriculum. These choices deliver a range of data—some daily, some monthly, and some quarterly—to sustain collaborative inquiry and continuously improve instruction. (a)
- Teachers assess all learning outcomes, which are aligned to the curricula, using a wide variety of assessment strategies. The analysis of the results of these assessments show clearly which students are performing at mastery levels for those learning outcomes. (a)
- Students articulate and apply an understanding of next steps for improvement based on feedback they have received. They are also able to make meaning of criteria found within rubrics that are used to assess their work. (a)
- Teachers collaborate on designing and modifying common grade-wide, curriculum-aligned assessments, rubrics, and equitable grading policies that are customized to address data-defined student needs. These tools are used by teachers and school leaders to track

progress towards goals across grades and subject areas and make instructional decisions. (a, b)

- A variety of feedback to students from both teachers and peers is accurate, specific, timely, and advances learning. (a, c)
- Teachers and school teams determine important topics to assess informed by common formative and/or summative assessments. Teachers and school teams effectively unpack and analyze State standards and/or other content standards to pinpoint concepts and skills students need to know and be able to do. Consistent, collaborative structures are used to review school-level assessments for norming and interpretation of evidence to assess all students' performance. (b)
- Teachers and school teams agree on learning goals and benchmark performances for units, tasks, and courses prior to designing or using formative assessments to measure all students', including MLs/ELLs, students with disabilities, and historically marginalized groups, mastery of the goals. (b)
- Teachers, individually or as part of collaborative teams, effectively analyze assessment data to glean information about all students' performance and learning needs relative to the learning goals. Then, teachers accurately identify specific instructional responses to the data, which might include re-teaching content, changing instructional approaches to meet the needs of all students, and developing more challenging tasks or units of study. Adjustments to lessons and tasks are effective and teachers can produce evidence of the impact of their instructional responses on student progress. (b)
- Teacher monitoring of student understanding during lessons is visibly active and continual: the teacher is constantly taking the pulse of the class and making frequent use of strategies such as cold calling, questioning for explanation, stop-and-jot prompts, and real-time student response technology to elicit information about individual student understanding and trends, resulting in purposeful, in-the-moment adjustments to instruction. (c)
- Students consistently self- or peer-assess against assessment criteria and monitor their own understanding and progress. As a result, all students are able to articulate their next learning steps. (c)

1.4 School Culture

To be Well Developed:

- Inclusive culture building efforts are informed by an articulated theory of action, targeted academic and personal behaviors, normed cultural expectations, or research-based character-building practices that are implemented schoolwide. Teacher practices and student behavior reflect these inclusive culture building efforts. (a)
- Interactions between school community members within all school spaces are respectful. In addition, interactions within instructional spaces support intellectual risk taking, high levels of student participation and engagement as well as the school's identified instructional beliefs or goals. (a)
- Structures are in place for students to have a positive impact on school improvement, and there are clear examples of student-initiated decisions within the school. (a)

- Expectations, experiences, and/or supports are in place that result in students' ability to feel comfortable and safe in the school given the various aspects of their identities such as race, gender, ethnicity, sexual orientation, religion, social class, physical ability, citizenship status, and body type. (a)
- Structures and expectations of staff, beyond the instruction of academic content, ensure that consistent relationships with all students, including MLs/ELLs, students with disabilities, and historically marginalized groups, are developed and maintained resulting in personalized guidance and support when needed. (b)
- Parents and students can speak to specific instances when a staff member provided valuable social-emotional support to a student. (b)
- All students, including MLs/ELLs, students with disabilities, and historically marginalized groups, embody some combination of persistence, engagement, work habits and organizational skills, effective communication and collaboration skills, and self-regulation as a direct result of the school's social-emotional support and education structures. (b, c)
- School staff receive professional learning that incorporates diversity, equity, and inclusion training to ensure that students learn and practice the use of prioritized academic and personal behaviors. (c)
- Parents and students can speak to specific life skills that the students have learned by reflecting on the growth which resulted from being a student in the school. (c)

3.4 High Expectations

To be Well Developed:

- School leaders create an elevated level of clear expectations for all staff, such as new teacher orientations, teacher team work, ongoing professional learning experiences, a staff handbook, school website, or observation feedback, that foster a culture where accountability for those expectations is reciprocal between all constituents; the expectations are evidenced throughout the community through verbal and written structures. (a)
- The school has professional learning opportunities that support the school's goals, instructional foci, and elements of the Danielson *Framework for Teaching* to ensure that learning for all stakeholders consistently reflects high expectations. (a)
- School leaders and other staff members work as a team in study groups, planning sessions, and other professional collaborations, establishing a culture of professionalism that results in a high level of success in teaching and learning across the school. (a)
- Staff members provide ongoing, clear lines of verbal and written communication to families about promotion, graduation, and college and career readiness. Effective forms of communication may include online progress reports, student performance data portals, emails, letters, phone calls, parent handbook, and student handbook. These communications deepen parents' understanding of college and career readiness expectations for their children and empower them to support their children in meeting or exceeding those high expectations. (b)

- The school orchestrates multiple ongoing events, such as parent/teacher conferences, parent information sessions and workshops, and student-led conferences, to partner with and engage families in learning, fostering their participation in a culture of high expectations connected to college and career readiness. As a result, parents and families play specific roles in ensuring that students meet or exceed those high expectations. (b)
- Teachers and other staff have a set of clear, systematic structures, such as advisory, guidance, or college counseling, for articulating high expectations and sharing information with students, leading to all students, including MLs/ELLs, students with disabilities, and historically marginalized groups, progressing towards mastery of State standards and college and career readiness expectations. (c)
- Staff members have established a culture for learning that provides all students, including MLs/ELLs, students with disabilities, and historically marginalized groups, with focused, effective feedback including clear next steps that promote student accountability for learning goals and expectations that prepare them for the next grade while ensuring their ownership of the learning process. (c)
- All students are able to articulate an understanding of what is expected of them to reach the next level in their educational journey as well as areas where they have met such expectations. (c)

1.3 Leveraging Resources

To be Well Developed:

- Decisions around the allocation of funds, space, technology, contracted personnel, and/or organizational partners are aligned to the school's mission, instructional goals, and long-range action plans. There is a clear connection between these organizational decisions and students' ability to meet instructional goals, academic and personal behavior goals, and/or college and career readiness expectations as evidenced in the work they engage in and the products they produce. Student work products are rigorous and reflect the resources that have been organized to provide them with a variety of challenging programming, such as advanced courses, college partnerships, and use of technology. (a)
- Consultants and coaches are strategically assigned to professionally develop and assist staff members in areas aligned to school goals. There is a clear connection between the support provided by such consultants and an increase in the quality of teaching and improvement in student outcomes. (a)
- Staff programs include regularly scheduled time explicitly used for professional collaborations focused on school goals. Teachers have a variety of regularly scheduled meetings and team-oriented learning opportunities, such as grade-team meetings, subject-specific departmental work, planning sessions, student-centered discussions, and attendance teamwork, which directly result in all students, including MLs/ELLs, students with disabilities, and historically marginalized groups, being engaged in challenging work. (b)
- In addition to school leadership, staff and age-appropriate students have meaningful roles in determining who joins their staff. The process by which new staff members are hired is thoughtful and responsive to student needs and the promotion of college and career readiness for all learners. (c)

- Staff, including teachers and counselors/advisors, are assigned to courses, classes, and students that leverage their strengths and align with their certification(s), while ensuring that they are matched with students, including MLs/ELLs, students with disabilities, and historically marginalized groups, who need them most. (c)
- Student programs, including scheduled interventions, reflect an understanding of what students need to meet high expectations and be ready for the next level of their education. (c)

3.1 Goals and Action Plans

To be Well Developed:

- A clear vision, theory of action, and rationale inform the creation of school goals as evidenced in documents as well as what is articulated by school community members. Documents may include the CEP, meeting minutes, and professional learning materials. (a)
- All school goals are tracked resulting in purposeful modifications as needed to ensure students demonstrate accelerated social-emotional and academic growth. (a)
- Data from various sources are used to set goals and benchmarks as well as determine plans for meeting them, including professional learning that incorporates diversity, equity, and inclusion. Data is purposefully collected and analyzed over the course of the year to track the improvement of teaching and learning and raise all students' achievement. (b)
- All school community stakeholders, including parents, are meaningfully involved in the generation of school goals as well as decisions related to those goals. (c)
- Members of each of the school community's stakeholder groups can articulate the school's goals as well as their constituency's role in helping achieve those goals. (c)

4.1 Teacher Support and Supervision

To be Well Developed:

- School leaders and teacher peers use low-inference and focused observations that are aligned to the Danielson *Framework for Teaching* and any other instructional framework pertinent to the school's vision and mission, for example, International Baccalaureate or Expeditionary Learning. These observations capture the strengths and challenges of teachers' pedagogy and provide a clear picture of next steps, resulting in instructional changes that positively affect student performance. (a)
- Support for teachers and staff is based on an analysis of student and teacher data and work products. Professional goals and learning experiences are structured around the Danielson *Framework for Teaching* and produce improved teacher practice that leads to student progress. (a)
- The school leader is able to name one or two teachers in various categories (ineffective, developing, effective, and highly effective) and discuss clear trajectories of those teachers along with their data, feedback history, and next steps. (a)

- Ongoing cycles of focused observations of classroom practice and follow-up support leads teachers to understand better their strengths and challenges and to implement the articulated next steps, resulting in improved classroom practices and student outcomes. (a, b)
- Across multiple teachers, next steps in observation notes consistently align with school and individual teacher goals and are part of a strategic, articulated plan of action in place to improve teacher practice. (b)
- The majority of teachers and school leaders can articulate how teachers collaboratively develop goals that are clearly linked to schoolwide goals and aligned to the Danielson *Framework for Teaching*. They can cite student data showing that these goals are moving academic outcomes forward for all students. (b)
- There is a common understanding of what effective teaching looks and sounds like, including strategies to support students with disabilities, MLs/ELLs, historically marginalized groups, as well as the lowest- and highest-achieving students. Teaching practices align with the school's goals and philosophy and can be articulated by school leaders and teachers. There is evidence that school leaders have normed feedback around that transparent vision to ensure consistency of teacher development. (b)
- Individual teacher growth is documented over time and accompanied by reflection, interim goal setting, and evidence of improved student outcomes. Schoolwide teacher growth and development is measured over time and monitored in light of the accomplishment of schoolwide professional learning and student achievement goals. (b, c)
- School leaders are clearly able to articulate and substantiate a rationale for professional development decisions. This rationale creates a through-line from cycles of observations and patterns of feedback to the professional learning plan. Professional learning decisions are based on an analysis of teacher progress, teacher effectiveness data, and current student work products. (c)
- Trends in teacher feedback lead to a differentiated plan of support for new, struggling, developing, and effective teachers that goes beyond required mentoring to develop pedagogical and content-area strength. Evidence of teacher growth is noted by improved student outcomes. This plan can be articulated by school leaders and by teachers throughout the school illustrated with specific examples and outcomes. (c)

4.2 Teacher Teams and Leadership Development

To be Well Developed:

- The vast majority of teachers collaborate in professional teams where they develop and implement schoolwide instructional practices, embedding State standards as well as the expectations for culturally responsive and sustaining educational practices, to promote improved achievement for all learners. (a)
- Teacher teams clearly articulate how they implement structured professional collaborations using protocols such as Looking At Student Work, Tuning, Noticings and Wonderings, Equity Protocol and other practices to strengthen teacher capacity as they create, revise, or adapt curricula to ensure effective integration of State standards and culturally responsive and sustaining educational practices into instruction across grades and subject areas. (a)

- School leaders and teachers have built a culture of professional collaboration, including practices such as team-initiated intervisitations or lesson study, in which they share insights relative to the coherence of culturally responsive-sustaining teacher pedagogy, thus fostering improvement of outcomes for all learners. (a, b)
- Teacher teams effectively implement systems to monitor a variety of student data and classroom practices that inform instruction leading to the mastery of goals for groups of students. (b)
- Teacher teams provide a data-based rationale and analysis of student work that informs their decisions to adjust teacher practice and create strategic goals for groups of students. (b)
- School leaders and teacher leaders, including team leaders, instructional coaches, mentors, master teachers, model teachers, collaborative peers, cabinet members, instructional leaders, or department chairs, are able to identify distributed leadership structures that are deeply rooted in the school's day-to-day operations. Teachers are essential to the decision-making process regarding policies and/or programs that affect the academic achievement of all students. (c)
- School leaders and teachers offer specific and clear examples of teacher leadership that illustrate how teachers and teacher leaders play a vital role in school-level decision-making that impacts all students. (c)

5.1 Monitoring and Revising Systems

To be Well Developed:

- There is an effective process by which instructional planning documents are vetted and revised based on clear and coherent curricular expectations and with particular attention to State standards and expectations for culturally responsive and sustaining educational practices. This work may be purposefully embedded in teacher team meetings, collaborative planning meetings, supervisory structures, or other means. (a)
- There are transparent structures in place for the quality of assessments to be reviewed by school leaders and faculty to ensure that they are effectively gauging student understanding and ability given State standards, promotion criteria, and other college and career readiness expectations. (a)
- The clarity and effectiveness of feedback provided to students is regularly monitored to ensure that students can meaningfully speak to and actualize their next steps for improvement. (a)
- Strategic observation feedback from supervisors and supportive feedback from coaches and colleagues results in adjustments to instructional practices across classrooms that are coherent and embody a shared approach to teaching and learning. (a)
- The effectiveness with which teachers analyze data from assessments and student work products and use it to inform curricular and instructional adjustments for all students,

including MLs/ELLs, students with disabilities, and historically marginalized groups, is monitored systematically. (a)

- There is a thoughtful process that measures student growth related to prioritized academic and personal behaviors, with a lens on making adjustments to support State standards and the expectations for culturally responsive and sustaining educational practices. This may include student self-assessment, the use of behaviorally-oriented rubrics, success criteria, as well as the ways in which support staff memorialize their work with students over time. (b)
- Online Occurrence Reporting System (OORS) data, along with anecdotal evidence from the guidance counselor, social worker, dean, and other student support staff, is regularly monitored and analyzed in order to assess students' social-emotional learning, along with the success of school culture improvement initiatives, resulting in strategic adjustments to policies, routines, or programs and expectations for how they are shared among constituents. (b)
- The effectiveness of resource allocation decisions on school goals and long-range action plans is thoughtfully assessed resulting in adjustments to those decisions to accelerate the quality of student work products and social-emotional growth. (c)
- The effectiveness of partnerships with outside organizations is thoroughly assessed resulting in purposeful adjustments to increase the impact on school goals, long-range action plans, and the implementation of State standards. (c)
- Written feedback provided to teachers is periodically normed to ensure that all school leaders accurately capture strengths, challenges, and next steps using the Danielson *Framework for Teaching* in a coherent fashion. (c)
- The effectiveness of professional learning is purposefully evaluated through classroom observations inclusive of expectations of access to college and career readiness for all students and approaches to support student mastery of State standards through culturally responsive and sustaining educational practices timely staff feedback, and the ongoing analysis of student work products. (c)
- Structures are in place to purposefully assess the effectiveness of teacher teams and provide them with feedback, paying particular attention to what teachers need to learn to support all students' demonstration of increased mastery. (c)