

**USOE Title I School Improvement
Using the Appraisal Categories and Statements as a School Self-Assessment**

The seven categories—Curriculum, Assessment, Professional Development, Leadership, Parent and Community Involvement, School Climate and Culture—have been confirmed to impact student achievement in varying degrees.

Instructions:

Please rate your school by circling the rating that most accurately describes your impression.

1. Curriculum Statement Questions

Rating

a. Does the school have an enacted curriculum that is aligned with the Utah State Core Curriculum?	Minimal	Partial	Proficient	Exemplary
b. Does the enacted curriculum provide access to the Utah State Core Curriculum for all students?	Minimal	Partial	Proficient	Exemplary
c. Do grade levels and departments collaborate to reach common curricular goals (horizontal articulation)?	Minimal	Partial	Proficient	Exemplary
d. Is there effective curricular coordination and articulation among all grade levels within the school, as well as with other schools in the district?	Minimal	Partial	Proficient	Exemplary
e. Do educators communicate curriculum expectations to all stakeholders?	Minimal	Partial	Proficient	Exemplary

2. Teaching and Learning Statement Questions

Rating

a. Does the enacted curriculum emphasize the development of critical thinking and decision-making skills?	Minimal	Partial	Proficient	Exemplary
b. Does the enacted curriculum emphasize the development of communication and collaboration skills?	Minimal	Partial	Proficient	Exemplary
c. Do teachers demonstrate strong content knowledge, and are the NCLB highly qualified to teach the subject matter?	Minimal	Partial	Proficient	Exemplary
d. Do teachers use culturally responsive instructional strategies?	Minimal	Partial	Proficient	Exemplary

e. Do educators and para-educators collaborate with a focus on the Utah State Core Curriculum, instruction, and assessment for improved student achievement?	Minimal	Partial	Proficient	Exemplary
f. Are effective, varied, and differentiated research-based instructional strategies and materials used to meet the needs of all students?	Minimal	Partial	Proficient	Exemplary
g. Do teachers manage classroom behavior so that students are actively engaged in learning?	Minimal	Partial	Proficient	Exemplary
h. Do teachers provide students with additional instruction and intervention as needed?	Minimal	Partial	Proficient	Exemplary
i. Do teachers use instructional strategies that facilitate the transfer of knowledge?	Minimal	Partial	Proficient	Exemplary

3. Assessment Statement Questions

Rating

a. Do teachers utilize classroom assessments of students learning that are ongoing, rigorous, and aligned with core content?	Minimal	Partial	Proficient	Exemplary
b. Do teachers analyze formative and summative evaluation data to plan for continuous improvement for each student, each subgroup of students, and the school as a whole?	Minimal	Partial	Proficient	Exemplary
c. Do educators and staff systematically analyze assessment data to determine the effectiveness of programs and materials?	Minimal	Partial	Proficient	Exemplary
d. Are performance standards clearly communicated, evident in classrooms, and observable in student work?	Minimal	Partial	Proficient	Exemplary
e. Do teachers give ongoing, specific, and constructive feedback to students?	Minimal	Partial	Proficient	Exemplary
f. Do teachers use common assessments to evaluate student learning and inform instruction?	Minimal	Partial	Proficient	Exemplary

4. Professional Development Statement Questions

Rating

a. Does the professional development provided for school administrators, teachers, and staff have a direct connection to student achievement data?	Minimal	Partial	Proficient	Exemplary
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b. Does the professional development provided help teachers, administrators, and staff acquire deeper knowledge of curriculum content?	Minimal	Partial	Proficient	Exemplary
c. Does the professional development provided help educators and staff acquire greater knowledge of effective, research-based, content-specific pedagogy?	Minimal	Partial	Proficient	Exemplary
d. Are adequate resources for professional development provided?	Minimal	Partial	Proficient	Exemplary
e. Is professional development provided based on teacher need?	Minimal	Partial	Proficient	Exemplary

5. Leadership Statement Questions

Rating

a. Do school leaders incorporate data systematically into the school improvement plan and translate the information into concrete action steps?	Minimal	Partial	Proficient	Exemplary
b. Do school leaders effectively manage and organize the school to improve student achievement?	Minimal	Partial	Proficient	Exemplary
c. Do school leaders allocate resources and tools necessary for school improvement and increased student achievement?	Minimal	Partial	Proficient	Exemplary
d. Do school leaders systematically monitor the effectiveness of teachers and instructional programs?	Minimal	Partial	Proficient	Exemplary
e. Do the school leaders strategically communicate information regarding school improvement and student achievement to appropriate stakeholder groups?	Minimal	Partial	Proficient	Exemplary

6. Parent and Community Involvement Statement Questions

Rating

a. Do educators and staff communicate effectively with families about individual student progress toward achievement of Core Curriculum standards?	Minimal	Partial	Proficient	Exemplary
b. Do educators and staff engage parents as partners in their children's education and encourage their participation in school programs by actively removing any barriers to their involvement?	Minimal	Partial	Proficient	Exemplary
c. Are all stakeholders active partners in decision making, and do they participate in school-wide improvement?	Minimal	Partial	Proficient	Exemplary

d. Do educators and staff actively seek partnerships with local community businesses, organizations, and institutions of higher education to impact student achievement?

Minimal Partial Proficient Exemplary

7. School Climate and Culture Statement Questions

Rating

a. Does the instructional organization of the school and the classroom support the achievement of all students and disaggregated student groups?

Minimal Partial Proficient Exemplary

b. Is student achievement highly valued and publicly celebrated?

Minimal Partial Proficient Exemplary

c. Do the staff, students, and school community share a set of goals and practices aligned with a common vision for the purpose of fostering academic achievement for all students and disaggregated student groups?

Minimal Partial Proficient Exemplary

d. Do the school rules, practices, and strategies foster a sense of community and belonging?

Minimal Partial Proficient Exemplary