

PA Essential Practices for Schools and their Communities: Quick Reference Guide for A-TSI

CONDITION:

Focus on Continuous Improvement of Instruction

Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation, and individualization, and evidence-based instructional strategies are identified and supported.



	PRACTICE	GUIDING QUESTIONS	SOURCES OF EVIDENCE
FOCUS ON CONTINUOUS IMPROVEMENT OF INSTRUCTION	1. Align curriculum, assessments, and instruction to the PA Standards	<ul style="list-style-type: none"> • What is the evidence that our school has a written curriculum aligned to Pennsylvania’s standards? • How do we know that all educators understand how the content they teach builds on, or relates to, content in other grades/subjects? • <i>How do we set IEP goals that are aligned with content standards and with students’ present educational levels?</i> • <i>How do we know that content/classroom educators with English learners in their classrooms understand how to align their content to the English Language Development Standards?</i> • <i>How do we ensure that curricular resources are available to students who are educated in segregated settings?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Individualized Education Programs (IEPs) <input type="checkbox"/> English Language Development (ELD) plans <input type="checkbox"/> Curriculum documents shared with families <input type="checkbox"/> Classroom visits <input type="checkbox"/> Educator survey (Q12b&c, Q14b, Q15d&e) <input type="checkbox"/> <i>Educator focus groups (Q3)</i>
	2. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	<ul style="list-style-type: none"> • How do we create a culture of reflective practice that results in student success? • How do we ensure the effectiveness of our collaborative teams? • How do we define collective responsibility for learning and the actions needed to support it? 	<ul style="list-style-type: none"> <input type="checkbox"/> Master schedule <input type="checkbox"/> Team meeting agendas <input type="checkbox"/> Common assessments <input type="checkbox"/> Data analysis protocol <input type="checkbox"/> Educator survey (Q2a-e, Q4, Q5c&d, Q12b&c, Q15d&e) <input type="checkbox"/> <i>Educator focus groups (Q3, Q9d)</i>

PRACTICE	GUIDING QUESTIONS	SOURCES OF EVIDENCE
<p>3. Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices</p>	<ul style="list-style-type: none"> • How do we know our assessment system effectively measures and informs teaching and learning? • How do you ensure that stakeholders understand the purposes and results of assessments? • How do we ensure that decision-making is based on comprehensive data analysis? • How do we involve students in data analysis to answer the questions: <ul style="list-style-type: none"> ▫ Where am I now? ▫ Where am I going? ▫ How can I close the gap? • <i>How do we ensure that ACCESS for ELLs data is shared with all stakeholders?</i> • <i>How do we ensure that progress-monitoring includes the development of English language proficiency?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment schedule and samples <input type="checkbox"/> Data analysis protocol <input type="checkbox"/> Data warehouse/data system information <input type="checkbox"/> Examples of student work <input type="checkbox"/> Feedback to students <input type="checkbox"/> Lesson plans <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Classroom visits <input type="checkbox"/> Observations of grade or departmental team meetings <input type="checkbox"/> Educator focus groups (Q6, Q3) <input type="checkbox"/> Student focus groups (Q6) <input type="checkbox"/> Educator survey (Q2c&e, Q4, Q5c&d, Q15d&e) <input type="checkbox"/> Student survey (Q14a-b&d-e, Q15a-e)
<p>4. Identify and address individual student learning needs</p>	<ul style="list-style-type: none"> • How do we ensure that our instructional design meets the needs of all of our learners? • How do we ensure that school-level systems are used intentionally to support student success? • How do we ensure the alignment of resources in support of student success? • <i>How do we ensure that our instructional design is equitable and culturally responsive?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Data analysis protocol <input type="checkbox"/> Data warehouse/information system <input type="checkbox"/> Examples of student work <input type="checkbox"/> Feedback forms for students <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student data notebooks <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Classroom visits <input type="checkbox"/> Educator focus groups (Q6, Q7) <input type="checkbox"/> Student focus groups (Q4, Q1, Q5, Q7) <input type="checkbox"/> Educator survey (Q2c&e, Q5d&f) <input type="checkbox"/> Parent survey (Q6b) <input type="checkbox"/> Student survey (Q2b&d-e, Q10a&f, Q11e&f, Q13a-e)

	PRACTICE	GUIDING QUESTIONS	SOURCES OF EVIDENCE
FOCUS ON CONTINUOUS IMPROVEMENT OF INSTRUCTION	<p>5. Provide frequent, timely, and systematic feedback and support on instructional practices</p>	<ul style="list-style-type: none"> • How do we ensure continuous improvement of instructional practices in all classrooms? 	<ul style="list-style-type: none"> <input type="checkbox"/> Administrator evaluation schedule <input type="checkbox"/> Administrator schedule – time in classrooms <input type="checkbox"/> Classroom observation protocols <input type="checkbox"/> Classroom visit protocols <input type="checkbox"/> Classroom visit feedback forms <input type="checkbox"/> Educator focus groups (Q8, Q11c-f)

CONDITION:

Empower Leadership

School leaders establish a culture of collective responsibility for the academic, social, emotional, and behavioral outcomes of all students (especially students who are economically disadvantaged, students of color, students with disabilities, English Learners, and other student groups who are historically marginalized); and continuously monitor and improve programmatic, human, and fiscal resources to ensure achievement of school improvement goals.



	PRACTICE	GUIDING QUESTIONS	SOURCES OF EVIDENCE
EMPOWER LEADERSHIP	6. Foster a culture of high expectations for success for all students, educators, families, and community members	<ul style="list-style-type: none"> • How do we ensure that high expectations are being implemented throughout the school community? • How do we hold all stakeholders accountable for supporting students to meet those high expectations? • <i>How do you ensure that all student groups are represented in school programs such as:</i> <ul style="list-style-type: none"> ○ Gifted ○ AP courses ○ dual enrollment courses ○ career and technical programs/exploration ○ extra-curricular activities, etc 	<ul style="list-style-type: none"> <input type="checkbox"/> School mission and vision <input type="checkbox"/> Lesson plans <input type="checkbox"/> Individualized Education Programs (IEPs) <input type="checkbox"/> English Language Development (ELD) plans <input type="checkbox"/> Meeting agendas and minutes <input type="checkbox"/> Current school plan <input type="checkbox"/> Staff, student, and parent handbooks <input type="checkbox"/> Classroom visits <input type="checkbox"/> Educator focus groups (Q2, Q5, Q7, Q8, Q11) <input type="checkbox"/> Student focus groups (Q1, Q3, Q5, Q2, Q7) <input type="checkbox"/> Educator survey (Q2a&b, Q7a-d, Q9c&d, Q11a&c-d, Q12e) <input type="checkbox"/> Parent survey (Q6a&c-d) <input type="checkbox"/> Student survey (Q2a-e, Q7a-d, Q8a-d, Q10a-h,
	7. Collectively shape the vision for continuous improvement of teaching and learning	<ul style="list-style-type: none"> • How do we ensure continuous improvement of teaching and learning? • How do we stay focused on achieving our desired results? • How do we engage stakeholders in co-constructing the vision for continuous improvement of teaching and learning? • How do we ensure that all stakeholders understand and commit to attaining our school's vision? 	<ul style="list-style-type: none"> <input type="checkbox"/> School mission and vision <input type="checkbox"/> Meeting agendas and minutes <input type="checkbox"/> Current school plan <input type="checkbox"/> Observations of decision-making process <input type="checkbox"/> Interview with school leader <input type="checkbox"/> Educator focus groups (Q11, Q2) <input type="checkbox"/> Student focus groups (Q2) <input type="checkbox"/> Educator survey (Q5b&f, Q7a&e-i, Q9c, Q11a&b, Q12a&d-e, Q14a&c, Q15b) <input type="checkbox"/> Parent survey (Q4i)

	PRACTICE	GUIDING QUESTIONS	SOURCES OF EVIDENCE
EMPOWER LEADERSHIP	8. Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	<ul style="list-style-type: none"> • How do we create an environment that supports the growth of leaders in all stakeholder groups? • <i>Are special education staff, ESL educators, and other specialized staff provided with opportunities lead?</i> • <i>Are there active opportunities to retain and/or recruit educators of color?</i> • <i>How do we capitalize on unique opportunities for educators to lead professional learning?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> School mission and vision <input type="checkbox"/> Meeting agendas and minutes <input type="checkbox"/> Current school plan <input type="checkbox"/> School team and committee list <input type="checkbox"/> Observations of decision-making process <input type="checkbox"/> Interview with school leader <input type="checkbox"/> Professional learning plan <input type="checkbox"/> Educator focus groups (Q2, Q3)
	9. Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	<ul style="list-style-type: none"> • How do we ensure the alignment of programmatic, human, and fiscal resources in support of student success? 	<ul style="list-style-type: none"> <input type="checkbox"/> School budget <input type="checkbox"/> Master schedule/staff assignments <input type="checkbox"/> Protocols for problem-solving meetings <input type="checkbox"/> Educator focus groups (Q4, Q3)
	10. Continuously monitor implementation of the school improvement plan and adjust as needed	<ul style="list-style-type: none"> • How do we gather input and share information with all stakeholders? • How do we ensure that decision-making is based on comprehensive data analysis? 	<ul style="list-style-type: none"> <input type="checkbox"/> Current school plan <input type="checkbox"/> Meeting agendas and minutes <input type="checkbox"/> Data warehouse/information system <input type="checkbox"/> Educator focus groups (Q4) <input type="checkbox"/> Student focus groups (Q3) <input type="checkbox"/> Educator survey (Q15a&c)

CONDITION:

Provide Student-Centered Support Systems

The school maintains a positive climate conducive to learning. School communities work together to remove barriers to learning and enhance opportunities for academic achievement, social and emotional development, and health and wellness.



	PRACTICE	GUIDING QUESTIONS	SOURCES OF EVIDENCE
PROVIDE STUDENT-CENTERED SUPPORT SYSTEMS	<p>11. Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically</p>	<ul style="list-style-type: none"> • How do we create an environment where all school community feel welcome and safe? • How do we ensure that our learning environment supports student success? • <i>How do we create an environment of support and acceptance of diversity as an asset?</i> • <i>How do we ensure that student placement decisions begin with consideration of the general education classroom for the delivery of special education services?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom/building posters and publications <input type="checkbox"/> District/school website <input type="checkbox"/> District/school policies <input type="checkbox"/> Campus/building walk-through <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Educator focus groups (Q2, Q8, Q11, Q3) <input type="checkbox"/> Student focus groups (Q1, Q9) <input type="checkbox"/> Educator survey (Q5a-f, Q6a-d, Q7f-l, Q8, Q9a-d, Q10a&b Q13c-e) <input type="checkbox"/> Parent survey (Q2c&f, Q3a-k) <input type="checkbox"/> Student survey (Q2b&d-e, Q4a-c, Q5a-e, Q6a-d, Q9a-d)
	<p>12. Implement an evidence-based system of schoolwide positive behavior interventions and supports</p>	<ul style="list-style-type: none"> • How do we ensure that a system of strategies and high expectations exists and is enacted to promote social/emotional competency? • How do we develop students' understanding of the expectations and routines that foster responsible citizens in and out of school? • <i>How are we determining if our disciplinary practices are equitable? Are specific subgroups being disciplined disproportionately?</i> • <i>How do we ensure that educators understand the process of acculturation, culture shock, and characteristics of English learners as well as any student who is a newcomer?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff, student, and family handbooks <input type="checkbox"/> Behavioral support program/activity information <input type="checkbox"/> Instructional materials <input type="checkbox"/> Discipline referral forms <input type="checkbox"/> Data warehouse/information system <input type="checkbox"/> Positive behavior reinforcement materials <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> School discipline data <input type="checkbox"/> Signs and postings inside and outside school building <input type="checkbox"/> Classroom visits <input type="checkbox"/> Student focus groups (Q4, Q7, Q8, Q2) <input type="checkbox"/> Educator survey (Q5e, Q12e) <input type="checkbox"/> Parent survey (Q6b) <input type="checkbox"/> <i>Educator focus groups (Q3)</i>

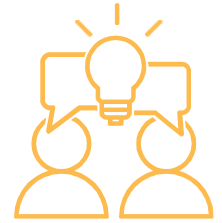
PROVIDE STUDENT-CENTERED SUPPORT SYSTEMS

PRACTICE	GUIDING QUESTIONS	SOURCES OF EVIDENCE
<p>13. Implement a multi-tiered system of supports for academics and behavior</p>	<ul style="list-style-type: none"> • How do we ensure that our instructional design meets the needs of all of our learners? • How do we define and ensure high quality instruction in all of our classrooms? • <i>How are the needs of specific subgroups met in each of the three tiers?</i> <ul style="list-style-type: none"> ○ <i>How is specially designed instruction (SDI) implemented in each of the three tiers?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Master schedule <input type="checkbox"/> Tier 1 lesson plan samples <input type="checkbox"/> Tier 2 lesson plan samples <input type="checkbox"/> Tier 3 lesson plan samples <input type="checkbox"/> Student learning data <input type="checkbox"/> Research/rationale for selection of interventions <input type="checkbox"/> Screening instruments <input type="checkbox"/> MTSS team meeting agendas and notes <input type="checkbox"/> Progress monitoring instruments <input type="checkbox"/> Educator focus groups (Q6) <input type="checkbox"/> Educator survey (Q5a) <input type="checkbox"/> Student focus groups (Q4, Q7) <input type="checkbox"/> Parent survey (Q6b)
<p>14. Implement evidence-based strategies to engage families to support learning</p>	<ul style="list-style-type: none"> • How do we use a variety of tools and approaches to reach all of our stakeholders? • How do we ensure that all communication is responsive to the diversity of our stakeholders? • How do we ensure that families are integral parts of our learning community? • How do we invite and involve families, <i>including culturally and linguistically diverse families</i>, to support student success? 	<ul style="list-style-type: none"> <input type="checkbox"/> Team meeting agendas <input type="checkbox"/> School calendar of events <input type="checkbox"/> District/school website <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Educator focus groups (Q10, Q11, Q3, Q7) <input type="checkbox"/> Student focus groups (Q10) <input type="checkbox"/> Educator survey (Q3a-d, Q7i, Q10a&b, Q13a-e) <input type="checkbox"/> Parent survey (Q2a-b&d-e, Q4a-i, Q5a-f)
<p>15. Partner with local businesses, community organizations, and other agencies to meet the needs of the school</p>	<ul style="list-style-type: none"> • How do we use a variety of approaches and tools to reach all of our stakeholders? • How do we ensure that all communication is responsive to the diversity of our stakeholders? • How do we ensure that community partners are integral parts of our learning community? • How do we invite and involve community partners to support student success? • How do we partner with local businesses, community organizations, and other agencies to expand supports and services? <ul style="list-style-type: none"> ○ Student & family services ○ Social-emotional services ○ Mental health services ○ Community resource opportunities ○ Community-based cultural organizations 	<ul style="list-style-type: none"> <input type="checkbox"/> Team meeting agendas <input type="checkbox"/> District/school events calendar <input type="checkbox"/> District/school website <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Educator focus groups (Q12) <input type="checkbox"/> Student focus groups (Q11)

CONDITION:

Foster Quality Professional Learning

School leaders, educators, and support staff acquire, enhance, and refine the knowledge, skills and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities.



	PRACTICE	GUIDING QUESTIONS	SOURCES OF EVIDENCE
FOSTER HIGH-QUALITY PROFESSIONAL LEARNING	16. Identify professional learning needs through analysis of a variety of data	<ul style="list-style-type: none"> How do we use data and the school improvement process to identify professional learning needs? <i>How do we ensure opportunities for professional learning of the same content for all staff (e.g. special educators, paraprofessionals, ESL teachers, etc.)?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning needs assessment results <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Samples of staff member professional goals <input type="checkbox"/> Educator focus groups (Q9, Q2, Q3) <input type="checkbox"/> Educator survey (Q12d)
	17. Use multiple professional learning designs to support the learning needs of staff	<ul style="list-style-type: none"> How do we create opportunities for differentiated professional learning? How do we ensure that professional learning is ongoing and job-embedded to support the needs of staff and students? How do we ensure staff is engaged in individual and group reflection, allowing them to share new learning and revise their practices? <i>Are special education staff, ESL educators, and other specialized staff provided with opportunities to highlight their skills via professional development collaboration?</i> <i>How do we capitalize on unique opportunities for educators to lead professional learning?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Educator focus groups (Q19, Q2, Q3) <input type="checkbox"/> Educator survey (Q2b, Q11e&f, Q14a-f, Q2e)
	18. Monitor and evaluate the impact of professional learning on staff practices and student learning	<ul style="list-style-type: none"> How do we ensure that professional learning is implemented with fidelity and positively impacts student achievement? <i>How do we ensure that professional learning is implemented with fidelity and positively impacts student achievement for all learners?</i> <i>How do we ensure that professional learning includes culturally responsive practices?</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning plan, materials <input type="checkbox"/> Educator focus groups (Q5, Q9, Q9, Q3, Q6) <input type="checkbox"/> Educator survey (Q11a&c&d-f)