Handout 4: Supporting Resources and Ancillary Data Sources

Standard 1: Time

Schools protect teachers' time to plan, collaborate, and provide effective instruction.

   1a: Teachers' class sizes facilitate high-quality instruction.

   1b: Teachers have sufficient time to provide all students with effective instruction.

   1c: Teachers have time during the school day to plan and collaborate.

   1d: Schools make efforts to streamline processes to increase instructional time and decrease required paperwork.

Class Size	Instructional Time	Plan and Collaborate	Streamline Processes for Paperwork
Student attendance rate	Number of substitutes in a year	Teacher attendance rate	Number of faculty meetings
Students per teacher Demographics (disaggregation) IEP (disability) Free and reduced lunch English language learner	Master schedule	Number of substitutes in a year	Duty-free lunch
Number of preps/ courses per teacher	Number of days or hours in contract	Master schedule	Technology Use of common forms
Teacher-to-pupil ratio	Teacher contract or length of day	Volunteers	Web portal Communication vehicles
Teachers—full-time employment number	Number of interruptions	Professional learning community/early release day or late start from district	
Number of teaching assistants (number allotted—formula)	Supplemental services	Teacher-to-pupil ratio	
	Number of support staff (licensed and nonlicensed)	Number of designated professional development days	
	Volunteers	Required work days	
	University partnership	Planning period	

Standard 2: Facilities and Resources

Facilities and resources are provided for teachers to deliver quality instruction.

2a: Materials and resources are available to facilitate quality instruction.

2b: Technology facilitates 21st century learning opportunities.

2c: Physical environments support teaching and learning.

2d: Teachers have access to a broad range of professional support personnel.

Instructional Material	Technology	Physical Environment	Professional Support Personnel
Connectivity level	Connectivity level	School square footage	Number of skilled personnel in technology
Number of computers per child	Number of computers per child	Number of portables per student	Allocation for different support
Instructional supply allocation (state and district; annual or biennial)	Short- and long-term technology plan (federal)	Capital improvement plan	Number per teacher or student
Library resources (Southern Association of Colleges and Schools accreditation data)	Calculator and other technology per child	Bonds passed	Partnership with community health (e.g., Duke nursing in schools to run clinic)
Vocational Education or Career Technical Education	Type of operating system (Windows version)	Americans With Disabilities Act compliance with facilities	
Copier policy at the school (copies)	Number of available ports/wireless connection	Occupational Safety and Health Administration fines or violations	
Parent teacher association and parent student association support	Eighth-grade technology literacy (federal)	Fire marshal	
School improvement plan on instructional resource budget allocations	Number of personnel skilled in technology (federal)	Age of building	
	Interactive whiteboards	Energy efficiency	
		Repair request status	

Standard 3: Community Support and Involvement

Parents, guardians, and community members are engaged in substantive ways to support and influence the school.

3a: Parents, guardians, and community members support the teachers and school.

3b: Parents, guardians, and community members are knowledgeable about classroom and school policies and practices.

3c: Parents, guardians, and community members are provided opportunities to influence the success of the school.

Parents, Guardians, and Community Members Support Teachers and School	Parents, Guardians, and Community Members Know Classroom and School Practices and Procedures	Parents, Guardians, and Community Members Have Opportunities to Influence School Success
Parent teacher association (PTA)/parent student association (PSA)/parent staff organization (PSO) membership (national/PTA) Number of members Number of active parents Diversity Ratio staff/parent/community	Parent handbook	Volunteer
Attendance at community events (sports contests, gate receipts)	Website (data on hits, resources, downloads, and access to calendars)	Advisory committees PTA/PSA/PSO accessibility
Volunteer policy	Online platforms (Moodle)	
Number in attendance at conferences	Newsletter (school and classroom)	
Translator availability	Community access to technology (census)	
Fundraiser	Volunteers	
Business scholarship/partnerships	Parent survey	
Business grants/donations		

Standard 4: Managing Student Behavior

Schools implement policies and practices to address student conduct issues and ensure a safe school environment.

4a: School leadership and teachers develop and communicate policies and procedures regarding student conduct and school safety.

4b: Administrators and teachers enforce policies and procedures regarding student conduct and school safety consistently.

Develop and Communicate Policies on Student Conduct and Safety	Follow and Enforce Policies on Conduct and Safety
Discipline incidents (10–15 permitted values)	Discipline incidents (10–15 permitted values)
Number of incidents per student	Number of incidents per student
In-school (ISS)/out-of-school (OSS) suspension rates (1–10 and 10+)	ISS/OSS suspension rates (1–10 and 10+)
Alternative school enrollment	Alternative school enrollment
Firearm incidents	Firearm incidents
Four-year graduation rate	Four-year graduation rate
Student/faculty handbook	Student/faculty handbook
Parent information/handbook	Parent information/handbook
Board policies	Board policies
School resource officer (SRO) in school (number and armed or not)	SRO in school (number and armed or not)
Police records (community crime index)	Police records (community crime index)
Gang activity	Gang activity
Prevention programs (Drug Abuse Resistance Education [DARE]; Gang Resistance Education and Training [GREAT])	Prevention programs (DARE and GREAT)

Standard 5: Teacher Leadership

Teachers are involved in decisions that affect classroom and school practices.

    5a: Teachers demonstrate leadership in the classroom.

    5b: Teachers demonstrate leadership in the school.

    5c: Schools have efficient and effective decision-making processes that engage teachers.

Leadership in the Classroom	Leadership in the School	Efficient and Effective Decision-Making Processes
National Board or advanced certificate	Service on committees	Faculty meeting agenda and minutes
Discipline referrals	Professional learning community participation	Sharing of decisions
Evaluation	Mentor/coach	
Action research	Grade-level or department chair	
	Present at faculty meeting	
	Budget, hiring, scheduling, and so on	
	Afterschool participation	

Standard 6: School Leadership

School leadership maintains trusting, supportive environments that advance teaching and learning.

    6a: An atmosphere of trust and mutual respect is pervasive in the school.

    6b: Teachers' performance is assessed objectively, and effective feedback is provided that improves performance and enhances student learning.

    6c: School leadership articulates a vision and implements effective strategies for school improvement.

    6d: School leadership makes sustained efforts to improve teaching and learning conditions.

Trust and Mutual Respect	Performance Assessed Objectively	Vision for Improvement	Sustained Efforts
Communication channels	Postsecondary enrollment figures	Meeting adequate yearly progress goals	Discipline data
Weekly bulletin	Observation logs	School in collective action	Access to technology
Faculty meeting agenda		School "restructuring"	Number per teacher or student
Use of grade-level and department leaders		School handbook	Number of portable classrooms
Turnover rate		Mission statement	Number of floating teachers
			Internet reliability
			Printer reliability
			Use of intercom

Standard 7: Professional Development

Quality learning opportunities are available for teachers to enhance teaching and learning.

7a: Time and resources are provided for professional development, ensuring all teachers have access to continuous learning opportunities.

7b: Professional development meets best practice standards for delivery and support.

7c: Professional development enhances the ability of teachers to implement instructional strategies and improve student learning.

Continuous Learning Opportunities	Best Practices for Delivery and Support	Professional Development to Implement Strategies That Improve Student Learning
Title II	Continuing education units and license renewal records	Professional development records tracking system
Section 8 reports		My learning plan
District and school professional development calendars		Professional growth plans of teachers
District and school professional development budget		

Standard 8: Instructional Practices

Schools provide support for data analysis and teachers' collaboration to improve teaching and learning.

8a: Teachers use formative and summative assessment data to drive instructional practice.

8b: Teachers are supported to work collaboratively to develop, align, and improve instructional practices.

8c: Teachers are assigned classes that maximize their likelihood of success with students.

Formative and Summative Assessments Used to Drive Instructional Practice	Work Collaboratively to Develop, Align, and Improve	Assigned Classes That Maximize Their Likelihood of Success
Professional learning community meetings	Professional learning community structure	Licensure area of staff
Benchmark testing	Master schedule	Highly qualified status of staff
	Common planning time	
	Induction program	