

PART II

Worksheets

for Use with the

School-Improvement

Guide

Introduction to Using the Worksheets

Part II of *Inquiry and Action* contains a set of sample worksheets to help a school carry out some of the school-improvement tasks described in Part I: The School-Improvement Guide.

Each worksheet is presented as a template that a school can reproduce or adapt for its own school-improvement efforts. Each worksheet template is accompanied by an example to illustrate how the worksheets may be used to support a school inquiry process. (NOTE: These blank worksheet templates can also be downloaded from <www.annenberginstitute.org/tools/images/SIGuide_worksheets.pdf> and printed.)

For an explanation of how each worksheet is used, please refer to the section

Putting the Self-Study Cycle into Practice, beginning on page 14 of *Inquiry and Action*:

- Worksheet 1: Generating Your Essential Question(s). See page 15.
- Worksheet 2: Connecting Your Essential Question(s) to Data. See page 15.
- Worksheet 3: Schoolwide Data Mapping. See page 15.
- Worksheet 4: Disaggregating the Data. See page 16.
- Worksheet 5: Drawing Conclusions. See page 17.
- Worksheet 6: Examining Self-Study Conclusions. See page 17.
- Worksheet 7: Four Quadrants for Action. See page 18.

Worksheet 1: Generating Your Essential Question(s)

Desired Outcome for Student Achievement

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Essential Question(s)

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Worksheet 1: Generating Your Essential Question(s)

(Example)

Desired Outcome for Student Achievement

- To increase by 15% across race the number of students either meeting or exceeding learning standards in math and science.
- To decrease by 15% the number of African American and Latino students not meeting math and science learning standards.

Essential Question(s)

1

What are the study habits of our study body? (Focus Area: School Structure and Culture)

2

How does our math and science curriculum align with the new standards? (Curriculum)

3

What are the strengths and weaknesses of our math instruction? (Instruction)

4

What are the skills of entering ninth-graders and transfers? (Instruction and Assessment)

5

What instructional methods are being used to help students whose skills are below standard? (Instruction)

6

What are the strengths and weaknesses of our science instruction? (Instruction)

7

What training have math or science teachers obtained in the last two years? (Professional Development)

8

9

10

Worksheet 2: Connecting Your Essential Question(s) to Data

Essential Question:	
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Hunches and Preconceived Notions <small>(what you think or know)</small>	Data Currently Accessible or Previously Obtained		Additional Data Required
	Data Supporting Hunch	Data Challenging Hunch	

Worksheet 2: Connecting Your Essential Question(s) to Data

(Example)

Essential Question:
<p>What are the strengths and weaknesses of our math instruction? (Question # 3)</p>

Hunches and Preconceived Notions <small>(what you think or know)</small>	Data Currently Accessible or Previously Obtained		Additional Data Required
	Data Supporting Hunch	Data Challenging Hunch	
Instruction is weak in the area of mathematical problem solving.	<ul style="list-style-type: none"> SAT-9 scores Teacher assignments Student work 	None thus far	<ul style="list-style-type: none"> Classroom observations Teacher evaluations Established criteria for good teaching in the area of math problem solving
Strong in basic skills.	<ul style="list-style-type: none"> Teacher assignments Student work SAT-9 scores 	Teacher surveys	<ul style="list-style-type: none"> Classroom observations Lesson plans (sequence and depth)
Teachers are teaching to standard using a strong theory of teaching and learning.	<ul style="list-style-type: none"> Teacher assignments 	Student work	<ul style="list-style-type: none"> Lesson plans Teacher and/or student questionnaire

Worksheet 3: Schoolwide Data Mapping

Data Collected and Accessible

Technical and Cognitive Data

Technical information – personal insights and experiences

Cognitive information – assumptions, beliefs, perceptions, and mental models

- | | |
|--|--|
| <input type="checkbox"/> Classroom observation notes
(of instructional practice and
student responses) | <input type="checkbox"/> Interview results |
| | <input type="checkbox"/> Survey results |

Symbols, Physical Objects, and Rules

Symbols – Facts, figures, records, statistics

Physical objects – Equipment, financial resources, human resources, models, etc.

Rules – Routines, policies, and operating procedures

- | | |
|--|---|
| <input type="checkbox"/> Attendance records | <input type="checkbox"/> Lesson plans |
| <input type="checkbox"/> Book and computer inventory | <input type="checkbox"/> Meeting agendas |
| <input type="checkbox"/> Budgets | <input type="checkbox"/> Personnel evaluations |
| <input type="checkbox"/> Classroom observation notes
(of instructional practice and
student responses) | <input type="checkbox"/> Postsecondary enrollment records |
| | <input type="checkbox"/> Standardized-test scores |
| | <input type="checkbox"/> Staff development activities |
| <input type="checkbox"/> College-entrance-exam scores | <input type="checkbox"/> Student work |
| <input type="checkbox"/> Disciplinary action records | <input type="checkbox"/> Teacher assignments |
| <input type="checkbox"/> Enrollment | <input type="checkbox"/> Transcripts |
| <input type="checkbox"/> Guidance records | |

Data Desired or Needed

Worksheet 3: Schoolwide Data Mapping

(Example)

Data Collected and Accessible

Technical and Cognitive Data

Technical information – personal insights and experiences

Cognitive information – assumptions, beliefs, perceptions, and mental models

- | | |
|--|--|
| <input type="checkbox"/> Classroom observation notes
(of instructional practice and
student responses) | <input type="checkbox"/> Interview results |
| | <input checked="" type="checkbox"/> Survey results |

Symbols, Physical Objects, and Rules

Symbols – Facts, figures, records, statistics

Physical objects – Equipment, financial resources, human resources, models, etc.

Rules – Routines, policies, and operating procedures

- | | |
|--|--|
| <input checked="" type="checkbox"/> Attendance records | <input type="checkbox"/> Lesson plans |
| <input type="checkbox"/> Book and computer inventory | <input type="checkbox"/> Meeting agendas |
| <input checked="" type="checkbox"/> Budgets | <input type="checkbox"/> Personnel evaluations |
| <input type="checkbox"/> Classroom observation notes
(of instructional practice and
student responses) | <input type="checkbox"/> Postsecondary enrollment records |
| | <input checked="" type="checkbox"/> Standardized-test scores |
| | <input type="checkbox"/> Staff development activities |
| <input type="checkbox"/> College-entrance-exam scores | <input checked="" type="checkbox"/> Student work |
| <input checked="" type="checkbox"/> Disciplinary action records | <input checked="" type="checkbox"/> Teacher assignments |
| <input type="checkbox"/> Enrollment | <input checked="" type="checkbox"/> Transcripts |
| <input checked="" type="checkbox"/> Guidance records | |

Data Desired or Needed

- Lesson plans from math teachers
- Research or documentation of exemplary teaching of basic skills in mathematics
- Classroom observations

Worksheet 4: Disaggregating the Data

Type of Data	
Skill or Practice Observed or Looked For	
Comparison Groups	
Data Limitations	
Method of Data Presentation	
<input type="checkbox"/> Chart	<input type="checkbox"/> Graph
<input type="checkbox"/> Narrative	<input type="checkbox"/> Table
<input type="checkbox"/> Picture	
<input type="checkbox"/> Other:	

Worksheet 4: Disaggregating the Data

(Example)

Type of Data
Student work from mathematics classes
Skill or Practice Observed or Looked For
Problem-solving skills
Comparison Groups
Asian students, African American students, Portuguese students, Cape Verdean students, Puerto Rican students, White students
Data Limitations
The student work samples do not include annotations from teachers about how this work fits in the context of the curriculum. Also, the collection requires a commitment to studying the work samples – is there a way to distill some of the essence of this work in a medium that communicates more quickly?
Method of Data Presentation
<input type="checkbox"/> Chart
<input type="checkbox"/> Narrative
<input type="checkbox"/> Picture
<input checked="" type="checkbox"/> Other: The work samples are collected into three categories/levels: below, at, and above standard, disaggregated by the comparison groups listed above.
<input type="checkbox"/> Graph
<input type="checkbox"/> Table

Worksheet 5: Drawing Conclusions

Question

Conclusion	Data Conclusions Based Upon	Implied Action

Worksheet 5: Drawing Conclusions

(Example)

Question

What are the strengths and weaknesses of our math instruction?

Conclusion	Data Conclusions Based Upon	Implied Action
Students overall have poor problem-solving skills.	<ul style="list-style-type: none"> • Student work • Teacher assignments • SAT-9 scores 	The math curriculum has to focus on the area of math problem solving.
Instruction is not preparing the majority of students to reach high standards in the area of math problem solving.	<ul style="list-style-type: none"> • Classroom observations • Student work 	Professional development is needed to help the faculty as a whole learn the content and skills required to teach to current standards.
Teachers are unaware of how to teach differently to improve student achievement.	<ul style="list-style-type: none"> • Teacher survey 	Information on how to meet diverse learning needs should be obtained and presented to faculty.

Worksheet 6: Examining Self-Study Conclusions

		Strengths	Areas in Need of Improvement or Attention
F O C U S A R E A	Family and Community Involvement		
	School Culture and Climate		
	Systems and Structures		
	Professional Development		
	Curriculum and Instruction		

Worksheet 6: Examining Self-Study Conclusions

(Example)

		Strengths	Areas in Need of Improvement or Attention
F O C U S A R E A	Curriculum and Instruction	<ul style="list-style-type: none"> • Student work is used as an assessment tool. • There is attention to basic skills instruction. • Effective and respectful classroom-management strategies are used. • Several learning styles are considered when designing lesson plans. • Electives such as art and gym are offered to students. 	<ul style="list-style-type: none"> • Curriculum content of upper-level math and science courses is weak. • Curriculum is not aligned to standards. • Some students are exposed to a more academically rigorous curriculum than others. • Some science equipment is antiquated. • English-language learners have insufficient instruction materials in math and science.
	Professional Development	<ul style="list-style-type: none"> • Teachers work together in a professional matter. • Several types of professional development are offered, including team teaching and classroom observations by peers and administrators. • A wide array of professional development opportunities is offered. 	<ul style="list-style-type: none"> • More collaboration across content areas and interdisciplinary instruction are needed. • Better parent-involvement strategies are needed. • Teachers need training on how to help previously low-performing students reach high standards.
	Systems and Structures	<ul style="list-style-type: none"> • The establishment of an advisory program has helped to build stronger relationships between students and teachers, as well as between students themselves. 	<ul style="list-style-type: none"> • There is insufficient time per class period to effectively teach a more challenging curriculum. • Rules are not uniformly enforced. • The severity of disciplinary actions varies from student to student for comparable acts. • Previous school-improvement plans were not widely known or acknowledged.
	School Culture and Climate	<ul style="list-style-type: none"> • The belief that all children can reach high standards is widely expressed. • Teachers work hard to help students succeed. • Policy on Walkmen, profanity, and racial slurs has improved the school's climate. • Students and teachers are respectful of each other. 	<ul style="list-style-type: none"> • The desire to try new or different teaching methods (traditional or alternative) is not widely shared among faculty. • Norms of behavior vary from classroom/teacher to classroom/teacher. • Subtle racial tension continues to exist among faculty and students alike, but has not been directly addressed. • Students at times lack motivation.
	Family and Community Involvement	<ul style="list-style-type: none"> • Parents feel comfortable speaking with faculty and staff. • Guest speakers enrich curriculum content across content areas. 	<ul style="list-style-type: none"> • Parents don't know how to help their children reach high standards.

Worksheet 7: Four Quadrants for Action

Desired Outcome for Student Achievement			
Human Resource Actions	School Organization Actions	Fiscal and Technical Resource Actions	Social Resource Actions
Strengthen skills	Change systems and structures	Increase our resources	Strengthen or increase partnerships
Increase or broaden knowledge	Alter policies or procedures	Redistribute our resources	Foster connections between the school and families
Heighten will and expectations	Transform the school's culture		

Worksheet 7: Four Quadrants for Action

(Example)

Desired Outcome for Student Achievement

- To increase by 15% the number of students either meeting or exceeding math learning standards.
- To decrease by 15% the number of African American and Latino students not meeting math learning standards.

Human Resource Actions	School Organization Actions	Fiscal and Technical Resource Actions	Social Resource Actions
<p>Strengthen skills</p> <p>Obtain math coaches to work with math teachers in class to give them hands-on guidance on how to teach challenging content in multiple ways</p>	<p>Change systems and structures</p> <p>Move to block scheduling to provide more teaching time per period</p>	<p>Increase our resources</p> <p>Utilize parent and community volunteers to support grant writing for additional resources for ELL education and professional development</p>	<p>Strengthen or increase partnerships</p> <p>Hold a “community night” for local organizations to share what we do currently and to discuss what else we can do to effectively serve students</p>
<p>Increase or broaden knowledge</p> <p>Utilize professional development days for seminars on student inclusion and differentiating instruction</p>	<p>Alter policies or procedures</p> <p>Review and alter, as deemed necessary, school norms/ standards for behavior</p> <p>Review and align course content across student/teacher body</p>	<p>Redistribute our resources</p> <p>Review Title I and professional development budgets to look for resources that can be directed toward math coaches and resources for English-Language Learners</p>	<p>Foster connections between the school and families</p> <p>Incorporate/combine parent events with large school events such as plays, sporting events, and band performances</p>
<p>Heighten will and expectations</p> <p>Articulate in school norms and our daily practice what we already believe: every child can reach high standards with the proper supports</p>	<p>Transform the school’s culture</p> <p>Informally and formally acknowledge teachers</p> <p>Seek assistance on how to build bridges across race and culture</p>	<p>Utilize teachers’ aides in classes that exhibit the broadest diversity of student skills and knowledge</p> <p>Utilize SPED teachers in inclusion classes to support those teachers and students</p>	<p>Convene a “college night” for ninth-graders with local college representatives and students to learn about what it takes to get into and succeed in college</p>