Questionnaire for Assessing School and Classroom Effectiveness.

	Answer Y/N	Certainty 0–5	What Data Do You Have?	Whose Responsi-bility?	Who Checks?
Student Behaviors *Involvement:* 1. On the average, is reading/language arts scheduled for at least two hours a day in elementary school? (10-12, 14-15, App. 1)					
2. On the average, is math scheduled for 50 minutes a day in elementary school? (10-12, 14-15, App. 1)					
3. Are most students involved most of the time? (3-4, 10-11, 14-15, 22-23, 54, 57-58, 64-65, 67, 69-70, App. 1)					
Coverage: 4. Are students covering the content and skills measured by the outcome measure? (3-4, 11-15, 22-23, App. 1)					
5. Have students mastered the prerequisites before working on new skills? (11-13, 15-16)					
Success: 6. On the average, do students experience high levels of success in their daily work? (3-4, 13-15, 21-23, 60, App. 1)					
7. On the average, do students master most of the content covered in reading/language arts and math? (13-16, 66-67)					

Teacher Behaviors *Planning:* 8. Do teachers, early in the year, plan for the content to be covered during the year? (5, 16-17)					
9. Do teachers plan, in advance, so that materials and activities are closely linked to the objectives and goals by which the program is evaluated? (16-17, 57-59, 64, 67)					
10. Do teachers have and use data on prior achievement of their students? (3, 16-17)					
11. Have teachers prepared plans for developing classroom management before the first day of school that include: —analyzing classroom tasks —identifying expected behaviors —developing ways to teach rules and procedures? (5, 17-19)					
12. Do teachers plan for and expect students to succeed? (5, 49, 52, 54, 57-59, 61, 63, 71, 74)					
13. Are classroom disruptions infrequent? (57-59, 69-70)					
Classroom Management: 14. Does the teacher ensure that transition from one activity to another is done with a minimum loss of instructional time? (18, 57-59)					
15. Are all students provided approximately equal opportunity to respond and become involved in instruction? (52, 57-58, 62)					

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16. Does the teacher consistently enforce the classroom rules and procedures so discipline problems are infrequent? (18-19, 51, 57-58, 60-64, 69-70, 74, 75, 79)					
17. Does the teacher start lessons on time and continue without interruption? (57-59, 67)					
Instruction: 18. Do teachers spend sufficient time presenting, demonstrating, and/or explaining new content and skills to the whole group of students in the classroom? (5, 19-21, 23, 57-59, 62, 64, 67)					
19. Are the teacher's explanations and directions clear and understandable? (19-20, 64)					
20. Do teachers provide adequate opportunity for students to practice and reinforce newly acquired skills and content where help is available? (19-20, 57-58, 60)					
21. Do teachers monitor students' performances and provide constructive feedback, as needed? (18, 20, 54)					
22. Do teachers assign independent practice activities such as seatwork and homework only after students have demonstrated understanding of a skill or concept? (20, 57-59, 79)					

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23. Do teachers use a system for monitoring and recording achievement of instructional objectives? (20-21, 59)					
Supervision 24. Does the principal regularly observe classroom instruction? (54-55, 63-64)					
25. Does the principal meet regularly with teachers to discuss classroom practices? (54-55)					
26. Has the school, as an organization, specified procedures and criteria for evaluating instructional personnel that focus on student management, success, and coverage? (25-28, 60-61, 74)					
27. Have principal and staff received training in procedures of evaluating and supervising so that principal and staff know about the rules under which supervision and evaluation are conducted? (28-30, 63-64)					
28. Do conflicts inherent in the supervising and evaluating process surface from the viewpoint of the principal and teachers? (30-44)					
29. Are the data patterns recorded during supervision and evaluation related to valued outcomes such as student engagement, success, and coverage? (5-6, 26-27, 54-55)					
School Climate *Academic Emphasis:* 30. Do students expect to and actually master the academic work? (19, 49, 52, 54, 57-58, 61-62, 71)					

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31. Do teachers and principal support the academic focus of the school by spending most of the day on instructional activities? (5-6, 23, 54-55, 57-58, 66-67, 78-79)					
32. Do teachers give and mark homework? (5-6, 57-60, 79)					
33. Do teachers reward and reinforce actual achievement? (52, 54, 74, 78-79)					
34. Is academic learning the primary focus of the school? (63-65, 79)					
Orderly Environment: 35. Do students perceive congruence among the faculty in enforcing school rules and strictly controlling classroom behavior? (6, 51, 57-58, 61-67, 69-71, 74, 76-77, 79-80)					
36. Do a large majority of students hold positions of responsibility, participate in schoolwide activities, use the library, and care for school resources? (52, 57-59, 61-62, 66-67, 69, 77-79)					
37. Are punishments delivered in a way that indicates firm disapproval of misbehaviors while avoiding humiliation and avoiding modeling violence? (51, 59-60, 74, 76, 79)					
38. Are teachers available to consult with students about problems? (57-61)					

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Expectations for Success: 39. Do students feel the school helps them to master the academic work? (49, 52, 54, 57-58, 61, 63-64, 77, 79, 87-88)					
40. Do principal and teachers believe and expect all students, regardless of race or class, to master the academic work? (6, 54, 61, 63-64, 70-71, 76)					
41. Do students believe that work is more important than luck in order to succeed? (49, 52, 54, 57-58)					
Modeling: 42. Are positive models of behavior provided by teachers and administrators? (6, 59, 63-64, 73-76)					
43. Do teachers praise students for work well done? (18, 52, 54, 57-58, 60, 67-68)					
44. Is the principal perceived by staff and students as modeling the expectation of fair and equal treatment? (63-65, 73-74)					
Consensus Building: 45. Is course planning done by a group of teachers? (57-58, 60-61, 68, 76-77)					
46. Do high proportions of students hold positions of responsibility? (52, 57-59, 62. 69)					
47. Do teachers have extensive contact with a limited number of students in several aspects of their education? (19, 50, 54)					

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48. Have teachers and administrators come to a working consensus on patterns of acceptable behavior for staff, students, and administrators? (6-7, 50-52, 54-55, 57-58, 61, 65, 68, 75-77, 84-85)					
49. Does the school teach those who work and learn there that they can get ahead without something or someone stopping them? (49, 52, 54, 57-59, 64, 68, 71, 87-88)					
Feedback: 50. Do teachers provide rewards for actual achievement and praise students for work well done? (18, 51, 54, 57-59, 67)					
51. Does the principal regularly observe classrooms and confer with teachers on instructional matters? (54-55, 63-64)					
52. Do teachers feel their views are represented in decision making? (61, 64, 68, 78)					
53. Does the feedback students receive in terms of rewards and praise outnumber punishments? (51, 57-58, 60)					
54. Does the principal provide a reliable system of support, appropriate inservice training for staff, and opportunities for staff to coordinate their actions in the areas of in- struction and discipline? (6, 51-52, 54-55, 57-58, 63-64, 78-80, 85-86)					

Student Achievement 55. Are achievement tests used to evaluate attainment of basic skills? (3, 7-8, 16-17)					
56. Do students from poorer families achieve as well as stu- dents from middle-class families? (3, 48-49, 52-54, 63)					
57. Are standardized achievement test results reported in usable form to: —students —teachers —administrators —school board members —community? (16, 88-90)					
58. Has the school board set student achievement as a ma- jor goal for the school system? (88-90, App. 2)					
59. Do management and instructional systems exist that support student achievement? (54-55, 57-58, 63-64, 78- 80)					
60. Are the results of achievement tests used to modify the curriculum or instructional programs? (3, 7-8, 16-17)					