Snapshot Survey of School Effectiveness Factors

	Question 1 To what extent do we engage in this behavior or address this issue?				**Question 2** How much will a change in our practices on this item increase the academic achievement of our students?				**Question 3** How much effort will it take to significantly change our practices regarding this issue?			
	Not at all			To a great extent	Not at all			To a great extent	Not much		A lot, but possible to do	Too much to do
IN MY SCHOOL...	1	2	3	4	1	2	3	4	1	2	3	4
Guaranteed and Viable Curriculum												
1. The content considered essential for all students to learn versus the content considered supplemental has been identified and communicated to teachers												
2. The amount of essential content that has been identified can be addressed in the instructional time available to teachers.												
3. The essential content is organized and sequenced in a way that students have ample opportunity to learn it.												
4. Someone checks to ensure that teachers address essential content.												
5. The instructional time available to teachers is protected by minimizing interruptions and scheduled non-instructional activities.												
Challenging Goals and Effective Feedback												
6. An assessment system is used that provides for timely feedback (e.g., at least every nine weeks) on specific knowledge and skills for individual students.												
7. Specific achievement goals are set for the school as a whole.												
8. Specific achievement goals are set for individual students.												
9. Performance on school-wide and individual student goals is used to plan for future actions.												
Parent and Community Involvement												
10. Effective vehicles are in place to communicate to parents and community.												
11. Effective vehicles are in place for parents and community to communicate to the school.												
12. Opportunities are provided for parents and community to be involved in the day-to-day operations of the school.												
13. Vehicles are in place for parents and community to be involved in the governance of the school.												

Snapshot Survey of School Effectiveness Factors (continued	**Question 1** To what extent do we engage in this behavior or address this issue?				**Question 2** How much will a change in our practices on this item increase the academic achievement of our students?				**Question 3** How much effort will it take to significantly change our practices regarding this issue?			
	Very few, if any do this			Almost everyone does this	Not at all			To a great extent	Not much		A lot, but possible to do	Too much to do
TEACHERS IN MY SCHOOL...	1	2	3	4	1	2	3	4	1	2	3	4
Student Motivation 26. Students are provided with feedback on their knowledge gain.												
27. Students are involved in simulation games and activities that are inherently engaging.												
28. Students are provided with opportunities to construct and work on long-term projects of their own design.												
29. Students are provided with training regarding the dynamics of motivation and how those dynamics affect them.												
	Very few, if any do this			Almost everyone does this	Not at all			To a great extent	Not much		A lot but possible to do	Too much to do
TEACHERS IN MY SCHOOL...	1	2	3	4	1	2	3	4	1	2	3	4
Instruction 30. Begin their instructional units by presenting students with clear learning goals.												
31. Begin their instructional units by asking students to identify personal learning goals that fit within the learning goals presented by the teacher.												
32. Systematically provide students with specific feedback on the extent to which they are accomplishing the learning goals.												
33. Systematically ask students to keep track of their own performance on the learning goals.												
34. Systematically recognize students who are making observable progress toward the learning goals.												
35. Systematically emphasize the importance of effort with students.												
36. Organize students into groups based on their understanding of the content when appropriate.												
37. Organize students into cooperative groups when appropriate.												
38. Systematically provide specific feedback on the homework assigned to students.												

Snapshot Survey of School Effectiveness Factors (continued	**Question 1** To what extent do we engage in this behavior or address this issue?				**Question 2** How much will a change in our practices on this item increase the academic achievement of our students?				**Question 3** How much effort will it take to significantly change our practices regarding this issue?			
	Very few, if any do this			Almost everyone does this	Not at all			To a great extent	Not much		A lot, but possible to do	Too much to do
TEACHERS IN MY SCHOOL...	1	2	3	4	1	2	3	4	1	2	3	4
Classroom Management												
54. Have comprehensive and well-articulated rules and procedures for general classroom behavior, beginning and ending the period or day, transitions and interruptions, use of materials and equipment, group work, and seatwork.												
55. Use specific disciplinary strategies that reinforce appropriate behavior and provide consequences for inappropriate behavior.												
56. Use specific strategies that instill a sense of confidence in students that they are receiving proper guidance and direction.												
57. Use specific strategies that instill a sense of confidence in students that their concerns and wishes are being considered												
58. Use different strategies with different types of students to provide them with a sense of acceptance by the teacher.												
59. Use specific techniques to keep aware of problems or potential problems in their classrooms.												
60. Respond to inappropriate behaviors quickly and assertively.												
61. Use specific techniques to maintain a healthy emotional objectivity when dealing with student misbehavior.												
Classroom Curriculum Design												
62. When planning units of instruction, identify specific types of knowledge that are important for students to learn (e.g., important categories of knowledge, examples, sequences, comparisons, cause-and-effect relationships, correlational relationships, facts, incidents, episodes, terms, skills, processes.).												
63. When planning units of instruction, ensure that students have multiple exposures to new content presented in a variety of forms (e.g., stories, descriptions) using a variety of media (e.g., read about the content, watch a demonstration, listen to a presentation).												
64. When planning units of instruction, make a clear distinction between skills and processes that are to be mastered versus skills and processes that are to be experienced but not mastered.												