Effective Leaders

Program Coherence	• Describe the school's top prioritized programs • What does consistency in curriculum, instruction, and learning materials look like? What does inconsistency look like? • Does your school have school-wide instructional strategies? If so, are they implemented? How do you know? • What structures, such as policies or trainings, are in place to facilitate this process?
Teacher-Principal Trust	• What actions or words can a principal take or use to create trust? To break trust? • What does it look like or sound like when a principal is respectful of teachers? • How do you know if a principal is confident in your practice? • How can a principal make the school run smoothly?
Teacher Influence	• In what part of the school would you like more influence? Why? • Describe what it looks like to have influence on standards for student behavior • Describe what it looks like to have influence on curriculum issues • Describe what it looks like to have influence on how books and other materials are used? • What would it look like for the principal and administration to incorporate teacher influence into their decisions? • In what ways is leadership distributed at your school? Who participates as a leader and why?
Instructional Leadership	• What type of instructional feedback is the most helpful? • What do you believe is true about the instructional vision for the school? • How could the instructional team provide you with more support? • What does it look like for the instructional leadership team to know what's going on in your classroom? • What are the instructional leadership team's top instructional goal priorities?

Collaborative Teachers

Collaborative Practices	• What has been the most effective collaboration with teachers in the school? Why? • What has been the least effective collaboration with teachers in the school? Why? • What role should the administration play in promoting teacher collaboration? • How and when should collaboration time be structured? • How should teachers be grouped for collaboration? • What is the content or structure of these types of collaboration sessions? How effective are collaboration sessions? • What barriers exist to prevent teachers from meeting, planning, reflecting, and working together?

Collective Responsibility	- What does it look like or sound like when other teachers take responsibility for student success or failure? - What are some examples of when a teacher helps maintain discipline in the whole school? - How can teachers take responsibility for improving the school? - What are the common barriers for teachers to take more ownership over student behavior and self-control? - What causes a teacher to feel or not feel responsible that all students learn? - Please describe methods you use to determine if a student understands the material set forth in the classroom. - In what ways do you monitor student learning, and how frequently?
Quality Professional Development	- Describe the most successful professional development you've experienced at this school? - Describe the least successful professional development you've experienced? - How does professional development impact your classroom? Please provide examples. - What would you like the principal and administration to do to improve professional development? - What does it look like for professional development to be sustained and coherent? - What does it look like for professional development to be connected to the school improvement plan?
School Commitment	- What are the main reasons you want to work at this school? - What are the reasons that make you frustrated about working at the school or cause you to not look forward to working at this school? - How can the administration and principal increase teacher satisfaction? - What does teacher loyalty look like and sound like? - Why would you recommend or not recommend this school to a parent seeking a place for their child? - Please describe the staff morale. What factors most affect staff morale?
Teacher-Teacher Trust	- How do you know if teachers in the school trust each other? - What causes you to feel comfortable around other teachers? What causes you to be uncomfortable around other teachers? - How can teachers show respect to their colleagues? - What can the administration do in order to increase trust among teachers? - What are the barriers to teacher trust in the school?

Ambitious Instruction	
English Instruction	- Give an example of how you debate the meaning of readings in class - In which class do you rewrite a paper or essay most frequently? Least frequently? How do you know? - What does it look like when you are discussing connections between a reading and real life people or situations? - What does it look like when you discuss how culture, time, or place affects an author's writing? - How often do your teachers create activities where you speak to other students about what you are learning? - Describe some of the speaking or presenting activities you do in your

	classes.
Math Instruction	• In which class are you writing math problems for others to solve most frequently? Least frequently? How do you know? • What does it look like when you apply math situations in life outside of school? • How could teachers help you discuss math solutions with other students more frequently? • Describe the math class in which you feel you are learning the most. Why?
Quality of Student Discussion	• What does it sound like when students build on each other's ideas during discussion? • How can students provide constructive feedback to their peers during discussion? • What is the difference between students using critical thinking skills some of the time during discussions versus all of the time? • What is the most important thing for students to do to show respect during a discussion? • How do you know if all students are participating in a discussion? • How do you engage students with questions, for examples inquiry-based learning, Bloom's levels of questions, Socratic method? • What opportunities exist in class and out of class for students to use academic language?
Academic Press	• What are some examples of difficult questions you get asked in class or on tests? • Describe a class that challenges you all of the time. Describe a class that challenges some of the time • What makes you feel like you learn a lot in a class? Learn a little? • How do you know if your teacher expects everyone to work hard? • What would it look like if a teacher expected you to do your best some of the time? • In what ways are you challenged in your classes? How could teachers challenge you even more?

Supportive Environment	
Student-Teacher Trust	• How can a teacher build trust with you? • What is an example of a teacher keeping their promises? Breaking their promises? • What does it look like or sound like when a teacher treats you with respect? • How do you know if a teacher is listening to students' ideas? • What is it most important for a teacher to do to make you feel safe and comfortable? • How safe do you feel sharing ideas in your classes? • How well do your teachers know you? How do you know?
Academic Personalism	• What have been the best ways that teachers can help you catch up if you're behind? • What is an example of a suggestion a teacher has given you for how you can improve your work? • What are some examples of when you feel that teachers have not

	supported your academics? • What do you want a teacher to do if you have trouble learning something? • In which classrooms have you felt the most supported academically? Why? • When do you feel connected to the activities in your classroom? • How does your teacher know if you, or the class, understand something? • How does your teacher support you when you do not understand?
Safety	• When are you the safest in and around school? Why? • When are you the least safe in and around school? Why? • How can the school help you feel safer? • What does it look like when you feel somewhat safe in and around school? • What does it look like when you feel very safe in and around school?
Peer Support for Academic Work	• How do you know if other students think doing homework is important? • What does it look like when students are trying hard to get good grades? • How do you know when your peers are paying attention in class? • How could teachers help more kids pay attention in class? • Why might some students not pay attention or do their homework?
School Wide Future Orientation	• What does it look like when teachers work hard to make sure students stay in school? What does it look like when teachers do not work hard to make sure students stay in school? • Give an example of when a teacher is paying attention to all students, not just the top students • Give an example of when a teacher only pays attention to the top students • How do you know if the school is encouraging all students to go to college? • What has happened at school to help you plan for life after graduation?
Expectations for Postsecondary Education	• How do you know if students are planning to go to college? • What causes teachers to not expect a student to go to college? • Give an example of how the curriculum does focus on college readiness? How could it increase this focus? • How much of your job should focus on preparing students for college? Why?

Involved Families	
Teacher Parent Trust	• What does it look like when parents do their best to help children learn? • Describe how parents can support teachers. What specifically can they do to show support? • What are examples of when parents do not support teachers? • How can parents show respect to teachers? • How can staff build trusting relationship with parents?
Parent Influence on School Decision Making	• How do you know if a parent is responding to your suggestions to helping their child? • What is causing some parents to be less involved than others? • How could the school increase this involvement? • How often do you think parents should contact you about their child's performance? • How does the school communicate with parents or community members?

	How often?
	• How are parents or community members engaged in meaningful ways?
	• What barriers impede more parents or community members from engaging?
Parent Involvement in Schools	• What would it look like for parents to be heavily involved in school decisions? How is that similar or different to their current influence?
	• Describe the current ways the school involves parents in school decisions
	• What opportunities does the school miss to involve parents?
	• What is the difference between a little parent involvement and some parent involvement?

*Some questions adopted from LA Unified School District