



NDMILE Indicators

Dated: 7/2011

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

ID01	KEY	A team structure is officially incorporated into the school improvement plan and school governance policy.
ID02	KEY	All teams have written statements of purpose and by-laws for their operation.
ID03	KEY	All teams operate with work plans for the year and specific work products to produce.
ID04	KEY	All teams prepare agendas for their meetings.
ID05	KEY	All teams maintain official minutes of their meetings.
ID06	KEY	The principal maintains a file of the agendas, work products, and minutes of all teams.
ID07	KEY	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
ID08	KEY	The Leadership Team serves as a conduit of communication to the faculty and staff.
ID09	KEY	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.
ID10	KEY	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
ID11	KEY	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
ID12		Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.
ID13	KEY	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
ID14	KEY	The school's Leadership Team/Health Council regularly reviews data which reflect the school's health, nutrition and safety policies, school environment, work-site wellness, attendance and discipline records and uses the data to make decisions about school improvement and professional development needs.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

IE01	KEY	The principal makes sure everyone understands the school's mission, clear goals (short-term and long-term), and their roles in meeting the goals.
IE02		The principal develops the leadership capacity of others in the school.
IE03		The principal communicates the likelihood of success based on the plan and hard work.
IE04	KEY	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.
IE05	KEY	The principal participates actively with the school's teams.
IE06	KEY	The principal keeps a focus on instructional improvement and student learning outcomes.
IE07	KEY	The principal monitors curriculum and classroom instruction regularly.
IE08	KEY	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
IE09	KEY	The principal challenges, supports and monitors the correction of unsound teaching practices.
IE10	KEY	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
IE11		The principal provides incentives for teacher and student accomplishment.
IE12		The principal personally engages parents and the community in the improvement process.
IE13	KEY	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

IF01	KEY	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
IF02	KEY	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.
IF03	KEY	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
IF04	KEY	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
IF05	KEY	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
IF06	KEY	Teachers are required to make individual professional development plans based on classroom observations.
IF07	KEY	Professional development of individual teachers includes an emphasis on indicators of effective teaching.
IF08	KEY	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
IF09		Teacher evaluation examines the same indicators used in professional development.
IF10	KEY	The principal plans opportunities for teachers to share their strengths with other teachers.

School Leadership and Decision Making

Helping parents to help their children meet standards

IG01	KEY	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.
IG02		The student report card shows the student's progress in meeting learning standards.
IG03		Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

IIA01	KEY	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
IIA02	KEY	Units of instruction include standards-based objectives and criteria for mastery.
IIA03	KEY	Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

IIB01	KEY	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
IIB02	KEY	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
IIB03	KEY	Unit pre-test and post-test results are reviewed by the Instructional Team.
IIB04	KEY	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
IIB05	KEY	Teachers re-teach based on post-test results.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

IIC01	KEY	Units of instruction include specific learning activities aligned to objectives.
IIC02	KEY	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.
IIC03	KEY	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

IID01		The school tests every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked.
IID02	KEY	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
IID03	KEY	Teachers receive timely reports of results from standardized and objectives-based tests.
IID04	KEY	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.
IID05		Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction.
IID06	KEY	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
IID07	KEY	The Leadership Team monitors school-level student learning data.
IID08	KEY	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
IID09	KEY	Instructional Teams use student learning data to plan instruction.
IID1	KEY	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
IID11	KEY	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Preparation

IIIA01	KEY	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
IIIA02	KEY	All teachers develop weekly lesson plans based on aligned units of instruction.
IIIA03		All teachers use objectives-based pre-tests.
IIIA04		All teachers use objectives-based post-tests.
IIIA05	KEY	All teachers maintain a record of each student's mastery of specific learning objectives.
IIIA06	KEY	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
IIIA07	KEY	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Teacher Directed – Introduction

IIIA08		All teachers review the previous lesson.
IIIA09	KEY	All teachers clearly state the lesson's topic, theme, and objectives.
IIIA10	KEY	All teachers stimulate interest in the topics.
IIIA11	KEY	All teachers use modeling, demonstration, and graphics.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Teacher Directed – Presentation

IIIA12		All teachers proceed in small steps at a rapid pace.
IIIA13	KEY	All teachers explain directly and thoroughly.
IIIA14	KEY	All teachers maintain eye contact.
IIIA15	KEY	All teachers speak with expression and use a variety of vocal tones.
IIIA16	KEY	All teachers use prompting/cueing.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Teacher Directed – Summary and Confirmation of Learning

IIIA17	KEY	All teachers re-teach when necessary.
IIIA18	KEY	All teachers review with drilling/class recitation.
IIIA19	KEY	All teachers review with questioning.
IIIA20	KEY	All teachers summarize key concepts.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Teacher-Student Interaction

IIIA21	KEY	All teachers re-teach following questioning.
IIIA22	KEY	All teachers use open-ended questioning and encourage elaboration.
IIIA23		All teachers redirect student questions.
IIIA24		All teachers encourage peer interaction.
IIIA25	KEY	All teachers encourage students to paraphrase, summarize, and relate.
IIIA26	KEY	All teachers encourage students to check their own comprehension.
IIIA27	KEY	All teachers verbally praise students.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Student Directed

IIIA28	KEY	All teachers travel to all areas in which students are working.
IIIA29		All teachers meet with students to facilitate mastery of objectives.
IIIA30		All teachers encourage students to help each other with their work.
IIIA31	KEY	All teachers interact instructionally with students (explaining, checking, giving feedback).
IIIA32	KEY	All teachers interact managerially with students (reinforcing rules, procedures).
IIIA33	KEY	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).
IIIA34		All teachers verbally praise students.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes – Computer-Based Instruction

IIIA35	KEY	Students are engaged and on task.
IIIA36		Students are comfortable with the program and its navigation.
IIIA37	KEY	All teachers travel about the room to assist students.
IIIA38	KEY	All teachers have documentation of the computer program's alignment with standards-based objectives.
IIIA39		All teachers maintain a record of student mastery of standards-based objectives.
IIIA40	KEY	All teachers assess student mastery in ways other than those provided by the computer program.

Classroom Instruction

Expecting and monitoring sound homework practices and communication with parents

IIIB01	KEY	All teachers maintain a file of communication with parents.
IIIB02	KEY	All teachers regularly assign homework (4 or more days a week).
IIIB03	KEY	All teachers check, mark, and return homework.
IIIB04		All teachers include comments on checked homework.
IIIB05		All teachers count homework toward the student's report card grade.
IIIB06	KEY	All teachers systematically report to parents the student's mastery of specific standards-based objectives.

Classroom Instruction

Expecting and monitoring sound classroom management

IIIC01	KEY	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
IIIC02		Transitions between instructional modes are brief and orderly.
IIIC03		Students maintain eye contact and are attentive.
IIIC04	KEY	Students raise hands or otherwise signal before speaking.
IIIC05	KEY	All teachers use a variety of instructional modes.
IIIC06	KEY	All teachers maintain well-organized student learning materials in the classroom.
IIIC07		All teachers display completed student work in the classroom.
IIIC08	KEY	All teachers display classroom rules and procedures in the classroom.
IIIC09	KEY	All teachers correct students who do not follow classroom rules and procedures.
IIIC10	KEY	All teachers reinforce classroom rules and procedures by positively teaching them.
IIIC11		All teachers conduct an occasional "behavior check."
IIIC12	KEY	All teachers engage all students (e.g., encourage silent students to participate).

**School Community
Policies and Practices**

IVA01		The school's mission statement is distinct, clear, and focused on student learning.
IVA02		The school's mission statement, Compact, and homework policy are included in the school improvement plan.
IVA03	KEY	The school's Compact outlines the responsibilities/expectations of teachers, parents, and students.
IVA04		The school's Compact includes responsibilities/expectations of parents drawn from the "curriculum of the home."
IVA05		The faculty, students, and parents regularly review and discuss the school's Compact that outlines key expectations of students, parents, and teachers.
IVA06		The school's homework policy requires homework at all grade levels.
IVA07		The school's homework policy provides guidelines for the amount of daily study time at home by grade level.
IVA08		The school's homework policy stresses the importance of checking, marking, and promptly returning homework.
IVA09		The school's homework policy makes homework a part of the student's report card grade.
IVA10		The school's Compact, homework policy, and learning standards are routinely reviewed and discussed at faculty meetings.
IVA11	KEY	Parent involvement policy, classroom visit policy, and homework policy are clear, constructive, and include a plan for communicating the policies to parents and teachers.
IVA12		The school's parent involvement policy, Compact, and classroom visit policy encourage parents to visit classrooms.
IVA13		The student report card provides parents an opportunity to report on the student's home-based studying and reading habits.
IVA14		Parent policies, activities, and programs cultivate the "curriculum of the home."
IVA15		School celebrates its accomplishments.
IVA16		School recognizes the individual accomplishments of teachers.
IVA17		The school recognizes the accomplishments of teams (e. g. teacher teams, school councils).

**School Community
Shared Leadership**

IVB01		A School Community Council consisting of the principal, parent facilitator, social worker or counselor, and parents oversees family-school relationships and the "curriculum of the home."
IVB02		A majority of the members of the School Community Council are parents of currently enrolled students and are not also employees of the school.
IVB03		The School Community Council meets regularly (twice a month for an hour each meeting) and keeps an agenda and minutes of the meetings.

**School Community
Education**

IVC01	KEY	Professional development programs for teachers include assistance in working effectively with parents.
IVC02		The school sponsors all-school events (e.g. family night, open house) that include parents, students, and teachers and focus on the parents' role in their student's learning (e.g. learning standards, Compact, homework policy, "curriculum of the home").
IVC03		Parent education programs include some multi-session group experiences with specific agendas.
IVC04		Parent education programs are led by trained parent leaders.
IVC05		All-school events (e.g. family reading night) include parent-child interactive activities.
IVC06		The school offers parent education programs focused on building skills relative to the "curriculum of the home."
IVC07		Parents receive practical guidance to establish a quiet place for children's studying at home and consistent discipline for studying at home.
IVC08		Parents receive practical guidance to encourage their children's regular reading habits at home.
IVC09		Parents receive practical guidance to model and encourage respectful and responsible behaviors.
IVC10		The school provides a family resource library that includes materials with information about parenting and parents' roles in children's education.

School Community Communication

IVD01	KEY	The school's Compact is annually distributed to teachers, school personnel, parents, and students.
IVD02	KEY	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.
IVD03	KEY	The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."
IVD04		The school has a friendly document that outlines the ground rules for parent visits to classrooms.
IVD05		Teachers are familiar with the "curriculum of the home" and discuss it with parents.
IVD06		Parents are familiar with the "curriculum of the home" and discuss it with teachers.
IVD07		Parents receive practical guidance (e.g. website, newsletter, parent bulletin board, email, phone calls, notes) to maintain regular and supportive verbal interaction with their children.
IVD08		Parents receive practical guidance (e.g. website, newsletter, parent bulletin board, email, phone calls, notes) to maintain daily conversations with their children about their school experiences and progress.

School Community Connection

IVE01		The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home."
IVE02		The school provides "intergenerational associations" in which students of different ages are brought together to learn.
IVE03		The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom.
IVE04		Parent-teacher conferences are held at least twice a year and include students at least once a year.
IVE05		The school's Compact, homework policy, and learning standards are routinely reviewed and discussed at open houses and parent-teacher conferences.
IVE06		Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits (e.g. parent-teacher conference).
IVE07		Office and support staff is trained to make the school a "welcoming place" for parents.
IVE08		The school maintains a program of home visits by teachers, staff, and/or trained community members.
IVE09		The school maintains a program of home gatherings, with groups of parents meeting in a home with a teacher.
IVE10		Parents are given opportunities to meet with each other to share their child-rearing concerns and successes.