

CHAPTER 4

Quality Control

Quality Counts

Just as business leaders understand the importance of quality control to produce a consistently good product, effective educational leaders monitor the quality of instruction in their schools. CHILD will produce high results only if the twenty essential components are fully implemented. This chapter will offer guidelines to assure that the essential components are routinely implemented in all the CHILD classrooms.

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External Quality Control Methods

Your school has made an investment in time and money to implement CHILD. It is important to maintain the quality of the implementation to ensure a return on your investment. As the school's leader, you are responsible for monitoring the quality of implementation.

To assist you, ISI provides several built-in quality control methods during the first year of implementation. These are included in your initial fee. You can contract with ISI for continuing quality control visits in subsequent years.

■ **Two site visits from your CHILD consultant.** The consultant will visit

each CHILD classroom and complete either the “Consultant On-Site Observation Report Form” or the “CHILD Effective Practices” form. These forms are returned to ISI, then forwarded on to you. You should share this information with the teachers. Praise and take action as needed.

Consultant On-Site Observation Report Form

Teacher _____ Class _____

Date and Time _____
(Spend at least 20 minutes in each classroom to get the "feel" of the classroom.)

CHILD components in evidence and being used effectively:
(Observe and spot check samples.)

Yes No Daily Station Assignment Board displayed?
Yes No Task Cards at stations?
Yes No Passports properly filled out?
Yes No Stations in full use with related activities?
Yes No Computers in full use (partners except when word processing)?

CHILD procedures in evidence and being used effectively:
(Use selected students explain the following.)

Yes No Sign-in/sign-out Passport procedures?
Yes No Use of Task Cards?

CHILD Effective Practices

Name: _____ Date: _____
Subject: _____ Level: Primary or Intermediate

Passports:
Yes or No Custom appropriate for academic level, work habits, and behavior.
Yes or No Data on back are complete and consistent.
Yes or No Staff form, Test Cards are completed on each page.
Yes or No Self-assessment is completed weekly.

Daily Station Assignment Board:
Yes or No Daily Station Assignment Board is current.
Yes or No Teacher monitors station rotation selection.
Yes or No Teacher uses board or other system to designate beginning station for each student.

Stations:
Yes or No Stations are clearly designated by station signs.
Yes or No Teacher Station is used as model for instructions and remediation.
Yes or No Task Cards are complete at end of class.
Yes or No Directional arrows in Passports show daily station rotation.
Yes or No Station activities relate to standards Levels 1 & 2.
Yes or No Station activities are appropriate for students' academic level.
Yes or No Stations rotate individually and at their own pace.
Yes or No A variety of stations are in use.

Total # of Yes _____ Total # of No _____

Exemplary Criteria (Use numbers should be equal to or greater than the number listed below)
First Semester CHILD Teacher = 10 Yes
Second Semester & Beyond CHILD Teacher = 12 Yes

_____ of Paper/Pencil Stations # _____ of Hands-on Stations
(Hands-on stations include games, projects, construction, creative writing, projects, etc.)
_____ of Computers in use # _____ of Computers available

Noteworthy Practices _____

Areas of Concern _____

Next Steps _____

Signature of Teacher _____ ISI Staff Member or On-Site Coach _____ Principal _____

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- Follow-Up training workshop.** The consultant will provide a one day Follow-Up Workshop at mid-year. Teachers and principal will complete the “Essential Components Checklist.”

Internal Quality Control Methods

Knowledge is the key to assuring consistent and faithful implementation of the CHILD essential components in your school. In addition to attending leadership training, you should attend the first day of inservice training along with the teachers. If time permits, you are welcome to participate in the entire workshop. Teachers really appreciate knowing that their principal is taking time to become involved.

As the year progresses, stay involved by frequently dropping in to the CHILD classrooms to interact with the students and teachers during station times. You can quickly tell which teachers are truly implementing the CHILD components by observing whether the students are highly engaged in interesting station tasks, moving about from station to station using their *Passports* as a guide, and are able to explain the purpose of each learning task. Classrooms where stations are rarely up and running should be a red flag.

**ESSENTIAL COMPONENTS CHECKLIST
(TEACHERS)**



DIRECTIONS: Evaluate your level of implementation of the essential components of CHILD. Use the scoring system shown below.


Score 0 = never 1 = sometimes 2 = always

Grade 33-36 = A (90%) 29-31 = B (80%) 25-28 = C (70%)

- My classroom is organized as a learning resource room with the designated station for my subject expertise.
- I track three different grade levels in my specialty.
- I furnished a weekly conversation for homophony from my students on the CHILD management techniques and score the *Diary*.
- My students have an opportunity to work on a variety of learning stations at least every day.
- The computers in my classroom are used at least every day for each class using software correlated with lesson objectives.
- I read through the Teaching Tips and other information in my *Planning Guide* before beginning each unit.
- I use my *Planning Guide* to determine instructional goals for each unit and select appropriate station activities.
- My students use their *Passports* every day, and I monitor to be sure they are properly recording information.
- My students have been trained to use all materials and equipment in the classroom and to properly record use.
- I inform my student of my learning goals at the beginning of each unit and provide students to set their own goals.
- I maintain communication with my students' parents.
- My students use a period Daily Practice, Behavioral Record or refer to highlighted boxes on their *Passport* notebook since beginning of the school year.
- The station activities that I have are appropriate to my student abilities and needs and I carefully explain instructions.
- My students make a portion of my *Compass* station except when used pre-conference and select new partners to learn.
- My students know how to go to help without interrupting me.
- My classroom environment is supportive and risk-free and I frequently give my students a station pass.
- I meet at least once a week with my cluster members to plan and share ideas.
- I have observed in my classroom at least in one each semester to complete the Structured Observation Form.

Leadership Guide Appendix • 97

**Essential Components Checklist
(Principal)**



DIRECTIONS: Evaluate your level of implementation of the essential components of CHILD. Use the scoring system shown below.

Score 0 = never 1 = sometimes 2 = always

Grade 14-16 = A (90%) 13 - 15 = B (80%) 11-12 = C (70%)

- I have visited each CHILD classroom at least once during each unit.
- I conducted a Parent Orientation meeting early in the school year.
- I have conducted a CHILD faculty meeting at least once during each semester.
- I provide weekly common planning time for cluster teachers.
- I have provided class coverage at least twice each semester for CHILD teachers to conduct their structured observations.
- I maintain communication with CHILD parents through meetings, newsletters, or other means.
- I have informed the wider community (media, school board, district administrators) about CHILD through press releases, articles, presentations, visitations, or other means.
- I support and encourage my teachers when they are discouraged and tired.


98 • Appendix Leadership Guide

Collecting and Analyzing Implementation Data

In addition to becoming fully informed and aware of daily classroom practices, you must collect monitoring data to ensure a high quality implementation that will produce results for your students. Teachers must know that you expect high degrees of implementation. They also need to know that you care about their opinions and concerns and are willing to take action as needed.

Once each semester — Collect and review the Cluster Classroom Observation Form from each teacher. See the appendix for a sample.

Cluster Classroom Observation Form


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 Changing How We Teach to
 Prepare for Tomorrow

Completed by: _____ Date: _____
 Class Observed: _____
 Students Observed: _____

Computer Stations: (Observers view students for 15 minutes.)
 Strategies used for taking turns?
 Strategies used for problem solving?
 Involvement in the lesson? (high, medium, low)
 Degree of time on task? (high, medium, low)


Other Stations: (Observers view students for 15 minutes.)
 Efficiency in changing stations? (quick, dwelling, etc.)
 Following proper procedures? (Effort and Task Card)
 Strategies used for getting help, if needed?
 Degree of time on task? (high, medium, low)

Classroom Routine:
 "Feel" of the classroom? (purposeful, relaxed, uptight, chaotic, etc.)
 Noise level? (silent, busy "buzz", distracting, etc.)
 Supplies and equipment? (accessible, organized, cluttered, etc.)
 Station clean up? (self-directed, requiring prodding, no attempt, etc.)

_____ Leadership Guide
12 • Appendix

Once each semester — Check yourself by completing the Essential Components Checklist for principals. See the appendix for a sample.

Essential Components Checklist (Principal)


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 Prepare for Tomorrow

DIRECTIONS: Evaluate your level of implementation of the essential components of CHILDE. Use the scoring system shown below.


Score 0 = never 1 = sometimes 2 = always
Grade 14-16 = A (90%) 13-15 = B (80%) 11-12 = C (70%)

- _____ 1. I have visited each CHILDE classroom at least once during each unit.
- _____ 2. I conducted a Parent Orientation meeting early in the school year.
- _____ 3. I have conducted a CHILDE faculty meeting at least once during each semester.
- _____ 4. I provide weekly common planning time for cluster teachers.
- _____ 5. I have provided class coverage at least twice each semester for CHILDE teachers to conduct their structured observations.
- _____ 6. I maintain communication with CHILDE parents through meetings, newsletters, or other means.
- _____ 7. I have informed the wider community (media, school board, district administrators) about CHILDE through press releases, articles, presentations, visitations, or other means.
- _____ 8. I support and encourage my teachers when they are discouraged and tired.

_____ Leadership Guide
13 • Appendix

Once each semester — Distribute and collect a Teacher Satisfaction Survey Form from each CHILDE teacher. See the appendix for a sample. Take action as needed.

Teacher Satisfaction Survey Form (continued)


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 Prepare for Tomorrow

Support:
 My grade coach has supported me by:

 What additional support could be helpful?

Technology:
 How has your classroom technology been used?

 What additional technology training for computers has your students?

Curriculum:
 My cluster teammates coordinate our curriculum.

 What new academic or curriculum needs do we have?


 What adaptations would make cross-cluster needs easier?

Classroom Management:
 Overall, my students' behavior is:

 Overall, my students' work habits are:

_____ Leadership Guide
12 • Appendix

Teacher Satisfaction Survey Form


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Name: _____
 Date: _____

Results
 The most satisfying thing about being a CHILDE teacher has been:

 The most disappointing thing has been:
 I wish:

Support:
 My fellow cluster teachers are:

 What changes could make your cluster function better as a team?

 My principal has supported me by:

 What additional support could be helpful?

 What duties does your classroom assistant perform that you find most beneficial? (if applicable)

 What additional duties could he/she provide?

_____ Leadership Guide
12 • Appendix



Once each semester — Use the CHILD Effective Practices form to determine how well each teacher is implementing effective practices. See the appendix for a sample. We recommend that you include this data as part of the teacher’s annual evaluation.

CHILD Effective Practices

Name: _____ Date: _____

Subject: _____ Level: Primary or Intermediate

Prerequisite:
 Yes or No: Goals are appropriate for academic level, work is done, order follows
 Yes or No: Behavior hall rules complete and consistent
 Yes or No: Skills from *First Credits* are reviewed on station pages
 Yes or No: Skills assessment is completed weekly

Skills Station Assignment Board:
 Yes or No: *Skills Station Assignment Board* is current
 Yes or No: Teacher monitors station vs. station reflection
 Yes or No: Teacher uses hall for other system technology learning station for each station

Station:
 Yes or No: Stations are clearly designated by station signs
 Yes or No: Teacher stations work as model for student and reinforcement
 Yes or No: *First Credits* are complete at each station
 Yes or No: Documentation on Progress of each station is current
 Yes or No: Station activities relate to standards (Level I R.H.)
 Yes or No: Station activities are appropriate for student academic level
 Yes or No: Stations are set up individually and at the same time
 Yes or No: A variety of stations are in use

Total # of Yes: _____ Total # of No: _____

Exemplary Criteria: (Yes answers should be equal to or greater than the number listed below)
 First Semester CHILD Teacher = 10 Yes
 Second Semester & Beyond CHILD Teacher = 15 Yes

_____ of Paper/Pencil Stations # _____ of Hands-on Stations
 # _____ of Stations in both groups, pencil, construction, counter, manipulatives, projects, etc.
 # _____ of Computers in use # _____ of Computers available

Noteworthy Practices: _____

Justification/Comments: _____

Next Steps: _____

Signature of Teacher: _____ IN SIGHT SERVICES OF CHSIS/CI/CSK
 Signature of Principal: _____ Principal

ISI ACCEPTED Leadership Guide

Collecting and Analyzing Achievement Data

Effective leaders make data-driven decisions. Effective school leaders understand that student achievement is a school’s highest priority. Decisions about program adoptions and teacher retention should be based upon whether students are meeting your school’s and district’s standards.

You will need to establish a system to collect and analyze test score data in order to compare achievement from class to class, as well as to measure individual student progress over time. The Institute for School Innovation can help you develop such a system. Contact ISI for assistance.

Collecting and Analyzing Discipline Data

Another measure to judge the effectiveness of your programs is to collect and analyze discipline data. This can most easily be accomplished by tracking referrals to the office.

If you discover a pattern of particular students being frequently referred, or particular teachers making higher than normal referrals, you need to take action. Determine whether the problem is coming from poor classroom management and/or poor instructional practices or from deep-seated behavioral problems originating at home.

Training Para-Educators, Classroom Assistants, and Substitutes

The quality of your implementation will be greatly enhanced with well-trained para-educators and classroom assistants. It also enhances the quality of learning if regular substitutes who are familiar with CHILD can fill in when teachers are absent. Most substitutes enjoy being in a CHILD classroom since the students know the routines and can carry on well on their own.

ISI has developed a one-day training workshop for classroom assistants. A sample agenda follows. Contact ISI if you would like one of our consultants to conduct this workshop. You can also offer this training as a half-day format by eliminating the afternoon working session.

CHILD Classroom Assistant Training Agenda

8:30-8:45	Welcome & Introductions
8:45-9:45	CHILD Overview
9:45-10:00	Assistant's Roles and Responsibilities
10:00-10:30	Managing the Computer Station
10:30-10:40	Break
10:40-11:00	Monitoring and checking <i>Passports</i>
11:00-11:15	Monitoring and checking station work
11:15-11:45	Positive discipline strategies
11:45-12:00	Questions
12:00-1:00	Lunch
1:00-2:00	Preparing classroom activities
2:00-3:00	Software preview
3:00-3:15	Wrap-Up

Providing Technology Support and Troubleshooting

Nothing is more frustrating to teachers than to have planned a Computer Station activity and have a computer go “down.” This frustration will turn to rage if the problem persists for days or weeks.

Be sure you have a plan for computer troubleshooting. If an in-house technology support person is unavailable, you need to have a back-up plan for getting teachers quick support.

Some schools have found that the students themselves can be an invaluable resource for computer troubleshooting. Project KIT (Kids Implementing Technology) is one example. Contact the Florida Center for Interactive Media for more information (www.fcim.org/html/projects/web/kit.htm).

Maintaining CHILD Accreditation

It is vitally important that you maintain your annual CHILD accreditation with the Institute for School Innovation. Toward the end of each school year you will receive information from ISI about ordering the Annual Cluster Upgrade Pack. This includes the student *Passports*, product updates, and access to timely information and training opportunities.

Being an accredited CHILD school not only enhances your prestige, but also assures that your teachers are properly implementing the model using updated materials and strategies. This quality control measure is essential to maintain and enhance student outcomes.

Becoming a National Demonstration Site

A few CHILD schools can also achieve the distinction of becoming a National Demonstration Site. You will receive information about this in the fall of each school year. Schools are selected according to the following criteria:

- 1) Planning for school-wide implementation;
- 2) Meeting essential requirements of CHILD model;
- 3) Documenting results.