

Module 3B: Development World Management Survey

Name (A1):	SCHOOL CODE:
Name (A2):	
1. Leadership Vision	
ITEM 1: WHAT IS THE SCHOOL VISION AND HOW WAS IT CHOSEN	
QUESTIONS	NOTES
a) What is the school's vision for the next 5 years? b) Could you summarize in a couple of sentences?	
ITEM 2: WHO SETS THE VISION	
a) Who is involved in deciding on the vision?	
ITEM 3: COMMUNICATED TO WHOM AND HOW	
a) How do teachers, staff and others involved in the school matters know and understand this vision?	

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2. Standardization of Instructional Planning Processes

ITEM 1: WELL DEFINED AND STANDARDIZED PLANNING PROCESS

QUESTIONS	NOTES
<p>a) How do you ensure that all students of a given grade are learning the same topics in the same way within a similar timeframe?</p> <p>(make sure you get information on curriculum, standard textbooks, classroom materials, lesson plans)</p>	

ITEM 2: IMPLEMENTATION AND MONITORING

<p>a) How do you keep track of what teachers are doing in the classrooms?</p>	
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ITEM 3: ALIGNED WITH LEARNING EXPECTATIONS

<p>a) Why did you and the teachers decide on the current curriculum, textbooks and other materials and lesson plans used throughout the year?</p>	
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3. Personalization of Instruction and Learning

ITEM 1: IDENTIFYING AND ADDRESSING INDIVIDUAL STUDENT NEEDS THROUGH A RANGE OF METHODS

QUESTIONS	NOTES
a) How much does the school try to identify individual student needs? b) How do teachers accommodate student needs within in the classroom? (for example, if a few children are visual learners, how do they deal with that in a class of 30 board learners?)	

ITEM 2: STUDENT/PARENT ENGAGEMENT IN STUDENT LEARNING

a) How do you make sure students are engaged in learning? And how are parents incorporated in the this?	
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ITEM 3: IMPLEMENTATION AND MONITORING

a) How do you keep track of what teachers are doing in the classrooms to ensure that different student needs are taken care of?	
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4. Adopting Educational Best Practices

ITEM 1: WHERE THE SCHOOL FINDS OUT ABOUT EDUCATION BEST PRACTICES

QUESTIONS	NOTES
a) How do you encourage the teachers to incorporate new teaching practices into the classroom?	

ITEM 2: HOW ARE THESE BEST PRACTICES SHARED WITHIN THE SCHOOL

a) How are these learnings shared across teachers and subjects?	
b) How often are these practices shared?	

ITEM 3: HOW IS THE ADOPTION OF THESE TECHNIQUES MONITORED

a) How do you make sure the teachers are using the new techniques you are trying to introduce?	
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5. Continuous Improvement

ITEM 1: FINDING AND DOCUMENTING PROBLEMS

QUESTIONS	NOTES
a) When you have a problem in the school, how do you come to know about them? (ie. If a teaching method is not being applied correctly) b) What are the steps you go through to fix them?	

ITEM 2: WHO RESOLVES PROBLEMS

a) Who is involved in resolving these issues, that is, in deciding what course of action will be taken to resolve the issue?	
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ITEM 3: WHO IMPROVES PROCESSES

a) Who is involved in improving/suggesting improvements to the process so these issues do not happen again?	
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6. Performance Tracking

ITEM 1: TYPES OF PARAMETERS USED

QUESTIONS

NOTES

a) What kind of main parameters do you use to track school performance?

b) What documents are you using to inform this tracking?

ITEM 2: TRACKING FREQUENCY

a) How often are these parameters measured?

ITEM 3: COMMUNICATED TO WHOM AND HOW

a) Who gets to see this data?

b) If I were to walk through your school, how could I tell how it is doing compared to its main parameters?

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7. Performance Review

ITEM 1: FREQUENT DISCUSSIONS

QUESTIONS

NOTES

a) How often do you have meetings to review the parameters?

ITEM 2: WHO IS INVOLVED IN THESE MEETINGS AND HOW ARE RESULTS COMMUNICATED

a) Who is involved in these meetings?

b) Who gets to see the results of these meetings?
Are details of the meeting shared with other staff?

ITEM 3: ACTION PLAN FOLLOWS THE MEETING

a) After reviewing these parameters, what is the action plan you leave these meetings with?

b) What steps would people take after?

c) Who is responsible for carrying out the action plan?

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8. Balance of Goal Metrics		
ITEM 1: CLARITY AND BALANCE OF GOAL METRICS		
QUESTIONS		NOTES
a) What goals do you have set for your school?		
ITEM 2: MEASURED AT THE SCHOOL AND INDIVIDUAL LEVELS		
a) Can you tell me about any specific goals for departments, teachers and staff?		
ITEM 3: LINKED TO STUDENT OUTCOMES AND DEFINED BY INTERNAL/EXTERNAL FACTORS		
a) How are your goals linked to student outcomes?		
b) How are your school goals linked to the goals of the school board system (government/ICSE/CBSE)?		
c) What are the goals of other schools in the area?		

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9. Time Horizon of Goals

ITEM 1: A RANGE OF SHORT, MID-TERM, LONG-TERM GOALS

QUESTIONS	NOTES
a) What kind of time-scale are you looking at with your goals?	

ITEM 2: INTERLINKED GOALS THAT STAIRCASE FROM SHORT TO LONG TERM

a) Could you meet all your short term goals but miss your long-run goals?	
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ITEM 3: EMPHASIS OF GOALS

a) Which goals would you say get the most emphasis?	
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10. Clearly Defined Accountability for School Leaders		
ITEM 1: ACCOUNTABLE FOR SCHOOL REACHING OVERALL TARGETS		
QUESTIONS		NOTES
a) Who is accountable for delivering school goals?		
ITEM 2: HELD RESPONSIBLE WITH BOTH SCHOOL AND INDIVIDUAL-LEVEL CONSEQUENCES		
a) How are individuals school leaders answerable/accountable for achieving these goals? Does this apply to all types of goals?		
ITEM 3: AUTONOMOUS IN ORDER TO MAKE DECISIONS THAT WILL DIRECTLY AFFECT OUTCOMES		
a) What autonomy do you have to take actions that would affect the ability to meet the goals? (ie. Budget authority, hiring/firing)		

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11. Clarity and Comparability of Targets

ITEM 1: CLEARLY DEFINED AND STRONGLY COMMUNICATED TO ALL

QUESTIONS	NOTES
a) If I asked one of the teachers directly about their individual goals, what would they tell me? b) How do you, as the school principal, know that the teachers are aware of their goal? c) Does anyone ever complain their goals are difficult to understand?	

ITEM 2: BASED ON BOTH QUALITATIVE AND QUANTITATIVE MEASURES

a) What are the goals based on?	
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ITEM 3: EVERYONE KNOWS HOW EVERYONE IS DOING AND CAN COMPARE

a) How do people know about their own performance when compared to other people's performance?	
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12. Rewarding High Performers		
ITEM 1: IDENTIFICATION OF GOOD PERFORMERS		
QUESTIONS		NOTES
a) How do you know who your best teachers are? b) What criteria do you use and how often do you identify these teachers?		
ITEM 2: FORMALLY EVALUATED		
a) How do you evaluate and rate your teachers? b) How often do you do this evaluation?		
ITEM 3: SEPARATE REWARD SYSTEM FOR INDIVIDUALS AND TEAMS		
a) What types of rewards are given to teachers? Any monetary or non-monetary rewards? b) Are these rewards linked to the rating teachers get?		
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13. Removing Poor Performers

ITEM 1: IDENTIFICATION OF POOR PERFORMERS

QUESTIONS	NOTES
<p>a) How do you know who are the teachers who are not doing so well (the worst teachers)?</p> <p>b) What criteria do you use and how often do you identify who these teachers are?</p>	

ITEM 2: METHODS OF DEALING WITH THE BAD PERFORMERS

<p>a) If you had a teacher who is struggling or who could not do their job properly, what would you do?</p> <p>b) What if you had a teacher who would not do their job, as in slacking off, what would you do then?</p>	
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ITEM 3: TIME SCALE OF ACTION

<p>a) How long would a teacher be able to stay in his/her position while performing badly?</p> <p>b) How long does it take to address the issue once you come to know of it?</p>	
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Name (A2):		
14. Promoting High Performers		
ITEM 1: IDENTIFICATION OF GOOD PERFORMERS		
QUESTIONS		NOTES
<p>a) How do you know who your best teachers are?</p> <p>b) What criteria do you use and how often do you identify who these teachers are?</p>		
ITEM 2: DEVELOPMENT OF TEACHERS		
<p>a) What types of career and teacher development opportunities are provided?</p> <p>b) How do you tailor opportunities for particular teachers?</p>		
ITEM 3: REASON FOR PROMOTION		
<p>a) How do you make decisions about promotion/progression and additional opportunities within the school, such as performance, years of service, etc.?</p> <p>b) If we have two teachers, one has been at the school two years and the other for five years, and the teacher who is there for two years is better, who would be promoted faster? What if one had a B.Ed degree and one did not, and the one without the B.Ed performed better, who would be promoted faster?</p>		

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15. Participative Management

ITEM 1: WAYS IN WHICH FAMILIES ARE INVOLVED IN SCHOOL ACTIVITIES

QUESTIONS	NOTES
a) How are families involved in school activities? In what ways?	

ITEM 2: FREQUENCY OF FAMILY INVOLVEMENT IN SCHOOL ACTIVITIES

a) How often do families participate in school activities?	
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ITEM 3: MONITORING OF FAMILY INVOLVEMENT IN SCHOOL ACTIVITIES

a) What tools are used to monitor the participation of families in school activities, both qualitatively and quantitatively?	
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B) Who gets to see this information? And by what means?	
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