

## Antecedents of Excellence - Examples

Factor	Possible Antecedents
<b>Guaranteed, viable curriculum</b>	Percentage of teams with quarterly "essential content maps"
<b>Guaranteed, viable curriculum</b>	Percentage of teams following a common pacing and sequencing guide.
<b>Guaranteed, viable curriculum</b>	Number of classrooms visited informally in a month.
<b>Guaranteed, viable curriculum</b>	Number of teachers receiving feedback on diary mapping of their taught curriculum.
<b>Guaranteed, viable curriculum</b>	Percentage of classroom observations exhibiting use/ teaching of identified thinking skills.
<b>Challenging Goals and Effective Feedback</b>	Percent of teams that develop and administer a common assessment each month.
<b>Challenging Goals and Effective Feedback</b>	Percent of grading policies that describe processes for students to resubmit work.
<b>Challenging Goals and Effective Feedback</b>	Percentage of nonproficient students who receive daily help.
<b>Challenging Goals and Effective Feedback</b>	Percentage of common diagnostic assessments administered within a learning team.
<b>Challenging Goals and Effective Feedback</b>	% of time that teachers provide multiple opportunities for student success
<b>Challenging Goals and Effective Feedback</b>	Percentage of time that teachers allow resubmission of work for regrading.
<b>Challenging Goals and Effective Feedback</b>	Percent of teachers utilized web-based gradebook portal to promote students and parents having real-time access to assignments and grades.
<b>Challenging Goals and Effective Feedback</b>	% of the learning team that administers common quarterly assessments.
<b>Challenging Goals and Effective Feedback</b>	% of students participating in more challenging courses/ curriculum.
<b>Safe and Orderly Environment</b>	Number of disciplinary referrals written in one month.
<b>Safe and Orderly Environment</b>	% of students who can articulate building wide rules, routines and procedures.
<b>Safe and Orderly Environment</b>	% of disruptions and interruptions of instruction

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<b>Collegiality and Professionalism</b>	Percent of teams that can express a discrete learning goal they are working on during their CDEP meetings.
<b>Collegiality and Professionalism</b>	Percent of teachers that can express their team goal when asked.
<b>Collegiality and Professionalism</b>	Percent of teams that submit lists of team rules and norms.
<b>Collegiality and Professionalism</b>	% of teams that have established norms for meeting participation and effectiveness.
<b>Collegiality and Professionalism</b>	% of teams that can readily identify their achievement goals.
<b>Collegiality and Professionalism</b>	% of teams who know the precise targeted areas of student learning they are working to improve.
<b>Collegiality and Professionalism</b>	% of teams that plan common lessons around key student learning.
<b>Collegiality and Professionalism</b>	% of teams who administer common assessments/ tasks.
<b>Collegiality and Professionalism</b>	Number of team based intervention strategies that are in place.
<b>Collegiality and Professionalism</b>	% of teams that collaboratively scored and analyze student work.
<b>Classroom Curriculum Design</b>	Number of administrative instances of oral/written feedback on unit design.
<b>Classroom Curriculum Design</b>	Percentage of teachers writing unit plans
<b>Classroom Curriculum Design</b>	% of teachers utilizing a performance task once per quarter.
<b>Classroom Curriculum Design</b>	% of ten randomly selected homework tasks that require original critical thought.
<b>Classroom Curriculum Design</b>	% of student work that is indicative of original, critical student thinking.
<b>Classroom Curriculum Design</b>	% of teacher who utilize performance tasks/assessments to gauge the most important content.
<b>Classroom Curriculum Design</b>	% teachers who develop unit plans for instruction.

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<b>Classroom Curriculum Design</b>	% of curricular content/skill in a course that is aligned to NYS Standards.
<b>Classroom Curriculum Design</b>	% of opportunities for student self reflection in unit designs.
<b>Classroom Curriculum Design</b>	% of teachers who use appropriate tools and items to assess student learning.
<b>Classroom Curriculum Design</b>	% of units that have properly developed essential questions.
<b>Classroom Curriculum Design</b>	% of teachers who regularly receive feedback on their unit designs.
<b>Classroom Instructional Strategies</b>	Percentage of non-ELA lessons involving student writing with editing and feedback.
<b>Classroom Instructional Strategies</b>	Percentage of classrooms that have asked students to write content summaries in the past month.
<b>Classroom Instructional Strategies</b>	Percentage of informal observations witnessing the posting/ use of learning goal.
<b>Classroom Instructional Strategies</b>	Learning goals are identified, posted and communicated to students.
<b>Classroom Instructional Strategies</b>	Students construct written or oral summaries.
<b>Classroom Instructional Strategies</b>	Students work demonstrates evidence of student construction of nonlinguistic representations.
<b>Classroom Instructional Strategies</b>	% of student work in a learning team that demonstrates evidence of student construction of similarities and differences.
<b>Classroom Instructional Strategies</b>	% of lessons that employ writing to learn strategies.
<b>Classroom Instructional Strategies</b>	% of lessons that provide direct instruction/ use of critical thinking to deepen student engagement.