*Quality Indicators for Project Zero Practices*

**DIRECTIONS:** A team of stakeholders including administrators, general and special educators, and other staff (e.g., guidance counselor, paraprofessionals, etc) who are familiar with the school’s Project Zero practices should complete this self-assessment. Consider the extent to which each indicator is currently in place in the school. Please provide evidence of the presence of the indicator to support the rating selected.

Mark each item as:

**Initiating**-People in the school are familiar with this practice and see it as a goal to move towards. It occurs to a limited extent or by only a few people.

**Developing**-The school is moving towards implementing this practice. It is partially or inconsistently in place.

**Sustaining**-This practice is well-developed and part of the school culture. It is implemented fully and consistently and seen as important by stakeholders.

After completing the self-assessment, identify and **star** the items that the stakeholder team considers their **priorities** for change. These items serve as the basis for an action plan that delineates specific steps to improve inclusive practices.

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| **1. Administrative Support for Project Zero Practices** | | | | | |
| **Indicator** | **Examples/Sources of Information** | **Initiating** | **Developing** | **Sustaining** | **Comments:** |
| 1. The school communicates a vision that values the contributions of all learners as members of the school community. |  |  |  |  |  |
| 2. Administrators make a conscious effort to communicate to the people they interact with (parents, teaches, students) that their school is a place in which thinking is valued not as an extra or aside, but as a foundation of learning. |  |  |  |  |  |
| 3. Administrators establish a set of expectations for ongoing professional learning and risk taking with the people they supervise. |  |  |  |  |  |
| 4. When discussing or commenting on classroom observations, administrators notice and name the thinking occurring in the classroom and not just the activity, saying things like, “I noticed the students really supporting their ideas with evidence”, or “I noticed you got students to evaluate the effectiveness of their strategies.” |  |  |  |  |  |
| 5. Administrators use protocols, thinking routines, or other specific structures to help organize the thinking of the people and groups with which they work to help discuss, reflect, and problem solve. |  |  |  |  |  |
| **Totals:** | |  |  |  |  |

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| **Teacher Support for Project Zero Practices** | | | | | |
| **Indicator** | **Examples/Sources of Information** | **Initiating** | **Developing** | **Sustaining** | **Comments:** |
| 1. Teachers make a conscious effort to use the language of thinking in my teaching discussing with students the sort of thinking moves required by verbs such as ‘elaborate’, evaluate’, ‘justify’, ‘contrast’, ‘explain’ etc. |  |  |  |  |  |
| 1. Teachers use a variety of ways to document and capture the thinking and decision-making processes of the groups with whom I work, including technology. |  |  |  |  |  |
| 1. Teachers are proficient at matching a routine with appropriate content so that students are able to achieve a deeper level of understanding. |  |  |  |  |  |
| 1. Displays in the room inspire learning in the subject area and connect students to the larger world of ideas by displaying positive messages about learning and thinking |  |  |  |  |  |
| 1. Teachers provide opportunities to reflect on how one’s thinking about a topic has changed and developed over time. |  |  |  |  |  |
| 1. Teachers provide students with opportunities for students to direct their own learning and become independent learners |  |  |  |  |  |
| **Totals:** | |  |  |  |  |