



CALL Domains, Subdomains, and Sample Survey Items

The Comprehensive Assessment of Leadership for Learning (CALL) system is an online multi-source leadership assessment and feedback system that measures school-wide instructional leadership across five core domains of practice. Three to five subdomains are situated within each of the leadership domains.

CALL Domain 1.0 *Focus on Learning*

- Subdomain 1.1 *Maintaining a School-Wide Focus on Learning*
- Subdomain 1.2 *Formal Leaders are Recognized as Instructional Leaders*
- Subdomain 1.3 *Integrated Instructional Design*
- Subdomain 1.4 *Providing Appropriate Services for All Students*

CALL Domain 2.0 *Monitoring Teaching and Learning*

- Subdomain 2.1 *Formative Evaluation of Student Learning*
- Subdomain 2.2 *Summative Evaluation of Student Learning*
- Subdomain 2.3 *Formative Evaluation of Teaching*
- Subdomain 2.4 *Summative Evaluation of Teaching*

CALL Domain 3.0 *Building Nested Learning Communities*

- Subdomain 3.1 *Collaborative School-Wide Focus on Teaching and Learning*
- Subdomain 3.2 *Professional Learning*
- Subdomain 3.3 *Socially Distributed Leadership*
- Subdomain 3.4 *Coaching and Mentoring*

CALL Domain 4.0 *Acquiring and Allocating Resources*

- Subdomain 4.1 *Personnel Practices*
- Subdomain 4.2 *Structuring and Maintaining Time*
- Subdomain 4.3 *School Resources are Focused on Student Learning*
- Subdomain 4.4 *Integrating External Expertise into School Instructional Program*
- Subdomain 4.5 *Coordinating and Supervising Relations with Families and the External Communities*

CALL Domain 5.0 *Maintaining a Safe and Effective Learning Environment*

- Subdomain 5.1 *Clear, Consistent and Enforced Expectations for Student Behavior*
- Subdomain 5.2 *Clean and Safe Learning Environment*
- Subdomain 5.3 *Student Support Services Provide Safe Haven for All Students*

Descriptions of CALL Subdomains and Sample CALL Survey Questions

Domain 1: Focus on Learning

1.1 Maintaining a School-Wide Focus on Learning

A school-wide vision focused on student learning and shared by all members of the school community is a clearly identifiable characteristic of schools that close achievement gaps and improve learning for all students. Pursuit of the vision provides clear guidance for action, a shared identity for the school community, and a safe space for collective problem solving as all members of the school work to achieve the same goals.

Sample Question:

Do regular instructional programs and student support services at your school...

- a) *...have competing goals that conflict with one another?*
- b) *...have similar goals but seem not to connect to one another?*
- c) *...have similar goals?*
- d) *...have similar goals and improve learning for some students?*
- e) *...have similar goals and improve learning for all students?*

1.2 Formal Leaders are Recognized as Instructional Leaders

A shared and sustained focus on continuously improving student learning cannot be maintained without unambiguous symbolic and substantive leadership of the principal and the leadership team. The principal models active participation in school improvement through their own meaningful participation, by setting a clear and consistent vision of effective teaching and high level learning for all students, and by holding themselves and others accountable for high quality student learning outcomes.

Sample Question:

Based on your experience, how important is each of the following tasks to leaders in your school?

	<i>Not at all</i>	<i>A Little</i>	<i>Somewhat</i>	<i>Very</i>	<i>Extremely</i>
<i>Working individually with teachers to improve teaching and learning in the classroom</i>					
<i>Holding teachers and others accountable for achieving high levels of teaching and learning</i>					

1.3 Integrated Instructional Design

Many schools attend to planning learning environments, but this CALL practice focuses on creating an *integrated* learning plan. An integrated plan recognizes that while instructional leaders work within specific and sometimes narrow domains, students experience school, after school, and home environments across domains. Integrating the learning environment builds on the learning perspective of the students, rather than the adults in the school.

Sample Question:

For this question, student support services include special education and support for English language learners. Do regular instructional programs and student support services at your school...

- a) *...have competing goals that conflict with one another?*
- b) *...have similar goals but seem not to connect to one another?*
- c) *...have similar goals?*
- d) *...have similar goals and improve learning for some students?*
- e) *...have similar goals and improve learning for most students?*

1.4 Providing Appropriate Services for All Students

In successful schools, teachers *anticipate* the learning needs of students and provide motivation, engagement, and instructional designs that enable students to succeed at challenging curricula. Teachers collaborate to ensure that they are aware of changes in student behavior that may reflect an underlying problem that needs to be addressed to enable students to succeed. Teachers take responsibility for all students and design instructional strategies that promote learning and prevent failure. Student learning needs are met in heterogeneously grouped classrooms in the least restrictive environment, and teachers differentiate instruction and provide scaffolding and support as a fully integrated part of their practice.

Sample Question:

In most classes in your school, who is primarily responsible for teaching English language learners or ELL students?

- a) *No one takes primary responsibility for teaching these students*
- b) *The English language learner teacher*
- c) *The English language learner teacher and the classroom teacher, but the English language learner teacher develops the learning plans*
- d) *The English language learner teacher and the classroom teacher, but the classroom teacher develops the learning plans*
- e) *The classroom teacher, with the English language learner teacher supporting the design and delivery of learning plans*

Domain 2: Monitoring Teaching and Learning

2.1 Formative Evaluation of Student Learning

Formative assessment is an ongoing process that provides students and teachers with feedback on progress toward instructional goals. Schools that improve learning for all students establish school-wide expectations for the use of formative assessments, and teachers incorporate such assessments into daily teaching practice. Instructional units are designed with formative measures of student knowledge at the start of the unit to inform its design, and throughout the unit so that instruction can be geared toward ensuring that all students learn to high standards.

Sample Question:

In general, how often do teachers assess student understanding in their classrooms in order to adapt and form strategies for instruction?

- a) *Rarely*
- b) *At the beginning of a new unit*
- c) *Periodically within the unit*
- d) *At least weekly*
- e) *More than once a week as a regular feature of classroom instruction*

2.2 Summative Evaluation of Student Learning

Summative assessments include periodic or interim assessments that provide students, parents and educators information on unit attainment or progress across units within a particular course or subject, as well as occasional assessments that provide parents, educators, and policymakers with information on student or school attainment or progress within and across subjects. Schools that improve learning for all students establish clear expectations for learning that align with state or district tests, including considering the relationship between standardized test results and student grades. Improving student performance on summative assessments is a prioritized goal for all members of the school community.

Sample Question:

In your opinion, which of the following best describes the relationship between student grades and student performance on the state standardized test?

- a) *The relationship between student grades and student performance on the state test is not known or is not shared with school staff.*
- b) *Many students who receive above-average grades are not proficient on the state test.*
- c) *Many students who receive above-average grades are proficient on the state test.*
- d) *Almost all students who receive above-average grades are proficient on the state test.*

2.3 Formative Evaluation of Teaching

In order for *student learning* to improve, *instruction* needs to improve. That means each teacher needs to *change* what he or she is doing. Schools have a variety of mechanisms to improve instruction, but the most effective mechanism is providing teachers with an opportunity for regular, ongoing formative feedback and support.

Sample Question:

How much does the following formative feedback practice enhance teaching for the typical teacher?

Instructional Rounds:

- a) Not at all*
- b) A little*
- c) Somewhat*
- d) Quite a bit*
- e) A great deal*

2.4 Summative Evaluation of Teaching

Summative evaluation of teaching holds teachers accountable for effective teaching practice. Summative evaluation of teaching should be designed to support teacher growth and development, and should be consistently administered according to state and district teacher evaluation policies. Effective leaders conduct pre-conference conversations with teachers to establish evaluation goals, opportunities to collect multiple forms of data to evaluate teaching practice, including site visits to observe classroom practice, and formal evaluation feedback to teachers to support improvement. Evaluation data can also inform school-level analysis of teacher training needs, identification of expert teachers who can share best practices and lead coaching, mentoring, and school improvement efforts.

Sample Question:

Based on your experience, the formal evaluation process for teachers significantly improves teaching practices for which teachers in your school?

- a) None of the teachers in my school; the formal teacher evaluation process is irrelevant to improving teaching practices.*
- b) Primarily probationary teachers in my school*
- c) A limited number of teachers in my school*
- d) Many teachers in my school*
- e) Almost all teachers in my school*

Domain 3: Building Nested Learning Communities

3.1 Collaborative School-Wide Focus on Teaching and Learning

Effective school leaders set aside regular time in the school day for teachers and staff to collaborate with one another. The time should be structured according to the principles of effective meeting practices so that there is an effective facilitator, a clear agenda, a spirit of trust, collaboration, and purpose that drives and focuses the conversation. In schools that move student learning forward, teachers regularly engage in collaborative school improvement planning, professional development, curriculum writing and mapping, and analysis of student work. School-wide meetings are an opportunity to work with others to improve teaching and learning, and teachers find them to be an important venue for working together to improve teaching practice.

Sample Question:

What is the main focus of school-wide meetings?

- a) Announcements and details about upcoming events*
- b) Issues regarding student behavior and school management*
- c) Activities for team and culture-building*
- d) Presentations that include information about instruction*
- e) Opportunities for sustained discussions among teachers about instruction*

3.2 Professional Learning

Most schools have limited resources for professional learning. Ironically, school-based professional development is often viewed as a waste of time because it fails to accurately focus on critical individual or school-wide professional learning needs; it is poorly planned and organized; and it fails to recognize or use local teacher expertise. Ideally, professional learning is determined through a comparison of the vision for student learning and current teaching practice and learning data to pinpoint real teacher learning needs; it utilizes local teacher expertise; and it provides opportunities for ongoing teacher collaboration around teaching and learning.

Sample Question:

Which of the following best describes how much of an impact professional learning has on teaching practices in your school?

- a) It does not impact teaching practices at all.*
- b) It has a narrow or limited impact on teaching practices.*
- c) It allows teachers to reflect on their teaching practices.*
- d) It allows teachers to reflect and make some improvements to their teaching practices.*
- e) It allows teachers to reflect and make significant improvements to their teaching practices.*

3.3 Socially Distributed Leadership

In order for leadership to be effectively distributed, decision-making should have teacher input on critical resource allocation decisions such as teacher and student scheduling, budgeting, and extracurricular priorities. Leaders need to make a commitment to build the leadership of others, through opportunities for professional learning, opportunities for participation in leadership and improvement efforts, and the identification and utilization of staff expertise to enhance instruction and move the school forward.

Sample Question:

Which of the following best describes how much school leaders encourage teachers and staff to share new practices with other staff members?

- a) They actively discourage teachers and staff from trying new practices.*
- b) They do not encourage teachers and staff to try new practices or to share their experiences, but they allow them to try new practices on their own.*
- c) They encourage teachers and staff to try new practices in their classrooms.*
- d) They encourage teachers and staff to try new practices in their classrooms and to share their experiences with others.*
- e) They encourage teachers and staff to try new practices in their classrooms, and assign responsibility and provide resources for teachers and staff to help shape the teaching practices of others.*

3.4 Coaching and Mentoring

Instructional coaches and mentors provide opportunities for expert teachers to provide information, feedback and support to individual teachers in their particular classroom or context. Coaches provide support for all teachers, and can work to ensure that the agreed-upon definition of effective teaching is occurring in every classroom. Mentors provide particular support for novice teachers or those new to the school to enhance the effectiveness of new teachers and limit the transition time needed for them to be integrated as a valuable member of the school community.

Sample Question:

Which of the following best describes how school leaders direct mentors to work with new teachers?

- a) School leaders do not direct mentors at all.*
- b) School leaders do not direct mentors, but allow mentors and teachers to create goals for mentoring on their own.*
- c) School leaders direct mentors to orient new teachers to cultural norms and procedures.*
- d) School leaders direct mentors to orient new teachers to the school's instructional programs.*
- e) School leaders direct mentors to help new teachers address specific teaching challenges or problems.*

Domain 4: Acquiring and Allocating Resources

4.1 Personnel Practices

Schools that move learning forward pay careful attention to allocating human resources in ways that most effectively address the learning needs of students. While many schools allocate teachers to classes based on teacher seniority, the most effective schools allocate teachers based on teacher expertise and student learning needs. School leaders reward teachers for effective teaching practice through recognition and rewards. Novice teachers are given significant induction support in order to ensure that their inexperience does not translate into a loss of learning for the students in their classrooms.

Sample Question:

Which of the following best describes what typically happens to experienced teachers who have a record of poor teaching performance?

- a) They continue to teach in their current assignment and nothing is done to help them improve.*
- b) They are assigned to a different teaching assignment in your school or district.*
- c) They are assigned tasks that do not involve teaching.*
- d) They continue to teach in their current assignment and are counseled out or compelled to resign if they do not improve.*
- e) They continue to teach in their current assignment, and are provided support but are dismissed if they do not improve.*

4.2 Structuring and Maintaining Time

Time is an exceptionally scarce resource in schools. Schools that succeed in moving student learning forward recognize the importance of student and staff time and carefully allocate time for student learning and shared planning or professional collaboration of teachers and staff.

Sample Question:

When your school provides opportunities for teachers to meet to talk about goals for student learning, which of the following best describes the primary focus of these meetings?

- a) Teachers use the time for their own purposes.*
- b) Teachers meet to talk about goals for student learning but without a specific focus.*
- c) Teachers meet to talk about goals for student learning, but do not develop formal strategies related to these goals.*
- d) Teachers meet to talk about goals for student learning and develop formal strategies but with limited follow-up.*
- e) Teachers meet to talk about goals for student learning and develop strategies with on-going reflection on their effectiveness.*

4.3 School Resources are focused on Student Learning

Schools that close achievement gaps and improve learning for all students seek to acquire and align financial resources with learning goals. School leaders identify staffing needs and work to acquire resources necessary to hire new staff members and meet the instructional needs to achieve the school's vision for student success. While these schools may have resources that are as limited as any other school, staff members pursue innovations that promise to promote student learning, and leaders find the resources necessary to invest in these interventions.

Sample Question:

In general, how does the amount of funding available to your school influence how teachers and staff develop initiatives for improving student learning?

- a) *Teachers and staff do not develop initiatives for improving student learning because funding is not available.*
- b) *Teachers and staff develop initiatives but do not expect them to be approved because funding is limited.*
- c) *Teachers and staff develop less complex initiatives for improving student learning and expect them to be approved even though funding is limited.*
- d) *Teachers and staff develop initiatives for improving student learning and feel there is a good chance of obtaining funding from the district, school, or parent or community groups.*
- e) *Teachers and staff develop initiatives for improving student learning and expect them to be implemented because funding such projects is a priority for our school.*

4.4 Integrating External Expertise into School Instructional Program

District experts and external consultants can bring needed expertise to the school to improve the effectiveness of leadership, teaching and learning. A major challenge in managing external expertise is that often experts bring their agenda into the school without an awareness of school's history, context, or expertise; and without sufficiently integrating the new information into the existing instructional programs. Schools that use external expertise effectively carefully manage new knowledge and new approaches to complement rather than compete with current expertise and programming.

Sample Question:

How well do district experts understand the needs of your school?

- a) *They do not understand current problems in the school and their work is not relevant to school needs.*
- b) *They have a limited understanding of current problems in the school but their work is relevant to school needs.*
- c) *They have some understanding of current problems in the school and their work is relevant to school needs.*
- d) *They fully understand current problems in the school, their work is relevant to school needs, and they support the school as changes they suggest are implemented.*

4.5 Coordinating and Supervising Relations with Families and the External Communities

Parents can provide an important source of support for student success in school. Yet parent communication and opportunities for parents to support student success can become limited unless they are prioritized. Schools that promote success for all students ensure that parent communication includes high level, detailed information about student success, opportunity, and school programs. Parent attendance at parent teacher conferences is high, there is sufficient time to talk to parents, and teachers welcome parent interaction.

Sample Question:

Which of the following best describes the nature of parent-teacher conferences at your school?

- a) There is not sufficient time for meaningful discussion regarding student work.*
- b) There is sufficient time, but teachers lead conversation and parents and teachers do not have meaningful discussions regarding student work.*
- c) There is sufficient time, but discussions generally focus on topics that are not related to student work.*
- d) There is sufficient time, and parents and teachers have meaningful discussions regarding student work.*
- e) There is sufficient time, and parents and teachers have meaningful discussions to develop strategies to help students progress.*

Domain 5: Maintaining a Safe and Effective Environment

5.1 Clear, Consistent and Enforced Expectations for Student Behavior

A significant difference between an effective and an ineffective school rests on the ability of the school to manage student behavior. Behavior management requires the establishment of a behavioral management and support system that *clearly defines* and *consistently enforces* behavioral expectations of students. The system should not create conditions for disproportional discipline of particular student subgroups. Therefore, the school should provide opportunities for teachers to regularly review student discipline data and address inequities as they arise.

Sample Question:

Which of the following best describes the discipline policy for students in your school?

- a) There is little evidence of a functioning discipline policy in our school.*
- b) It punishes students who misbehave without explaining the consequences of negative behavior to students.*
- c) It punishes students who misbehave while explaining the consequences of negative behavior to students.*
- d) It focuses on the benefits of positive behavior but is not integrated into everyday instruction.*
- e) It focuses on the benefits of positive behavior and is integrated into everyday instruction.*

5.2 Clean and Safe Learning Environment

In order for students to succeed academically, they need to feel that they are valued and that they are safe. Schools that promote student learning respect students and teachers by maintaining clean and safe hallways, bathrooms, classrooms, libraries, cafeterias, and school grounds. Serious student misconduct occurs infrequently, and does not impact the learning environment.

Sample Question:

In the last year, how has your school conducted and used each of the following sources of information to set and evaluate progress toward meeting goals for improving student learning?

Surveys on school climate:

- a) Not conducted.*
- b) Conducted but not used.*
- c) Used to set goals.*
- d) Used to set goals and evaluate progress.*

5.3 Student Support Services Provide a Safe Haven for All Students

Schools that put learning first carefully identify students with learning challenges, English Language Learners, and students with emotional behavior disabilities for support services. Students do not need to be labeled to receive the educational support they need to be successful. The school regularly evaluates data and works to refine intervention strategies for addressing issues with student attendance, suspension, bullying, and dropping out. Adults work to build strong and effective relationships with students, with virtually all students having a close connection to at least one adult member of the school community. The school has a Response to Intervention program in place, and students who have participated in support services generally achieve success with the added interventions available.

Sample Question:

Which of the following best describes how your school's Response to Intervention or "RtI" program impacts instruction for students?

- a) We discuss RtI, but it has not changed instruction in our school.*
- b) RtI impacts instruction for students receiving special education services in our school.*
- c) RtI impacts instruction for students who are struggling in our school.*
- d) RtI impacts instruction for all students in our school.*