

## SCHOOL CHECKLIST-QUESTIONS TO ASK

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Elements of Good Instructional Practices		Present In My School		
		Yes	Partially	No
1.	Are students given clear, written expectations for classroom learning and behavior?			
2.	Are students required to meet these expectations?			
3.	Do teachers maintain orderly classrooms and maintain discipline?			
4.	Are disruptive students removed from the classroom?			
5.	Are teachers (not students) responsible for planning and directing classroom learning?			
6.	Do students have as many opportunities (or more) for individual learning as for group work?			
7.	Is homework assigned regularly which must be completed outside the school?			
8.	Are assignments corrected by the teacher and returned to the student in a timely manner?			
9.	As students progress to higher grades and more advanced courses, is a greater amount of homework assigned?			
10.	Does instruction balance laboratory work or project-based learning with the study of concepts and theories?			
11.	Does instruction focus equally on developing a foundation of facts and skills, as well as concepts (e.g. students must know major dates, battles, and generals of a war, as well as the causes of conflict)?			
12.	Are core subjects (math, social studies, science, and English) taught as separate courses? Or if courses are combined (interdisciplinary courses), does testing show that students learn as much as when the courses are taught separately?			
13.	In core subjects, does instruction focus on the specific subject rather than extraneous matters such as environmentalism in math, gender equity in English and political activism in science?			
14.	Does the school limit block scheduling (non-traditional class lengths) to laboratory sessions and to subjects that are not core foundation courses (such as math, science, social studies and English)?			

15.	If classes are taught in mixed age groups (not specific grades), does testing show that students are learning at their expected grade levels for achievement?			
16.	Is most of the school day (75%) devoted to studying core academics (math, science, English, and social studies)?			
17.	Does the school provide parents the opportunity to identify an academic program best suited to their students and to plan the sequence of courses?			
18.	Must all students take every core academic course that is listed as a graduation requirement (without being able to obtain a course substitution such as "Life Skills Math" instead of "Geometry")?			
19.	Are non-academic activities (such as volunteer service, football practice and yearbook editing) scheduled before or after the academic school day?			
20.	Are non-academic activities such as community service voluntary and not required for graduation?			
21.	Do teachers distribute or make available a syllabus for high school courses (listing learning objectives, units of study, instructional time-lines, assignments, tests, textbooks, and supplementary materials)?			
22.	Is advanced instruction available to students in core academic courses (e.g., honors or pre-advanced placement (AP) courses)?			
23.	Is tutoring or remedial help provided to students who are not achieving on grade level?			
24.	Are high school students provided the opportunity (but not required) to select career and vocational instruction as elective courses?			
25.	Are students encouraged to take Advanced Placement and Dual Credit College Courses?			
26.	Can students meet school requirements on the school campus or at home (without being required to participate in such activities as community events or business functions)?			
27.	Are students encouraged to participate in academic contests (e.g., University Interscholastic League (UIL) competitions and science fairs)?			

28.	Are students recognized and rewarded for winning or placing in academic competitions?			
29.	Are awards given for outstanding or highest academic achievement in core academic subjects?			
30.	Does the school recognize class rankings for salutatorian and valedictorian?			
31.	Does the school's mission statement identify academic learning as its primary function and high academic achievement as its primary goal?			