Question	Value Orientation
1. What are the observed work strategies and practices? Are parents invited to observe student work at specified times during the school year?	
2. With whom do students work? What is the logic or sequence of their work? Are Foster Grand Parents and retirees invited to work with children and to serve as mentors to students?	
3. What kinds of materials and tools do students use in their work? Are there opportunities for parents and community members to share expertise in specified areas with students?	
4. What are the work spaces and how are they organized?	
5. How is the classroom managed? Are class moms used to assist with classroom management?	
6. What are the work patterns within the class?	
7. How do students create knowledge? Do students work on projects that require them to seek input from family members?	
8. How are students to demonstrate their knowledge? Are students working on projects that culminate in special presentations to the community and/or parents?	
9.How are students' curiosities and competencies incorporated in school work?	
10. What order thinking skills are evident in student work?	
11. How do students relate their learning to their lives in the community? Are projects assigned that enable students to interview key stakeholders within the community?	
12. In what ways is student learning organized into meaningful, sequential, and coherent instructional program?	
13. How does the school group or place students, thereby controlling access to instruction and services? Who makes the decisions? Is there input from the site based management team comprised administrators, teachers and parents?	
14. How are facilities and school time used? What is the flow and cycle of activities? Are there opportunities for mentoring and enrichment after school? Do students participate in clubs after school to provide service to the community and to the school?	

15. How are students organized for their school career and what continuity is provided? Do students have the opportunity to be mentored by successful professionals in the community to acquire a better understanding of their career options?	
16. How do adults relate to each other within the context of the school? Are site based management teams active?	
17. What do staffing patterns look like for the educational program (within the school?)	
18. How do external agencies and families relate to the school? Is there a great deal of parent partnership and opportunities for parents to participate in school programs?	
19. How is the school governance system representative of the stakeholders? Who plans and/or implements the school model or design?	
20. What commitment do stakeholder partners make to program? What do they bring to the table?	
21. Who controls development or training of participants, e.g. student leadership, parent training, staff development? Is there a parental involvement policy and are parents actively engaged in the planning process?	
22. Who participates in inquiring into the school design or model's success? Has a survey been provided to all stakeholders in order to vocalize their concerns regarding the school design?	
23. How is authority distributed among participants? How are decisions made? Who has veto power? Are parents welcomed in the decision making process? Have universities been invited to participate in the decision making process?	
24. How will this school design or model make the school community better for all adults as well as for all children? What will it do to build civic capacity and a sense of community? Have numerous stakeholders within the community participated in the decision making process? How have the ultimate decisions been publicized to the community?	
25. How will the schools account for adult growth? What stakeholders are involved in determining the instrument to be used for assessment and	

evaluation?	
26.How will the unit monitor the quality of daily life	
27. How does the school account for student needs and competencies? How does the committee on special education assist in the decisions that must be made for students? Do parents feel welcomed and are their questions responded to?	
28. How does this model use data to determine what the children know? How are the data analyzed and presented? Are parents well informed and invited to PTA meetings where information is discussed and questions are answered?	
29. What types of information are collected; how is it distributed; and who receives it? How is it explained? Is it modified based on suggestions from the parents?	