Classroom Performance Engineering Tool

"Every organization is perfectly organized to get the result it gets." Richard Deming

Date:	6-22-2022	Date:	
Interviewer(s):	David Forbush	Interviewers:	
Respondents:	Mrs. Forbush & BBC Participants	Respondents:	
Classroom Questions	**What is?**	**What should be?** *(As far as you can currently see? Always evolving.)*	**Closing Gap Actions**
1. What is your classroom's mission?			
2. Is your classroom mission written down somewhere?			
3. Estimating, what portion of students, parents and staff (e.g., paras…), if asked, could state your classroom mission?			
4. What result do you, your students, parents and staff most want to achieve?			

5. Do you have classroom goals which point to attainment of your mission?		
6. How do you, students, parents and staff measure progress toward your classroom mission related goals?		
7. What aspects of your classroom is limiting your students, parents and staff in achieving your mission related goals?		
8. What aspects of your classroom is facilitating your students, parents and staff in achieving your mission related goals?		
9. What is your collective strategy to achieve your classroom mission?		
10. Is your classroom's strategy toward achievement of your mission written down?		
11. How has your classroom strategy been shared out? Who have you shared it with?		

12. Estimating, what portion of students, parents and staff can articulate your classroom's strategy?			
13. Does your classroom have the necessary processes and resources to achieve your mission? What else, if anything is needed?			
14. What aspects of your classroom are not needed to achieve your mission?			
Student/Staff Performer Questions			
15. How do students, parents and staff know what to do to meaningfully contribute to your classroom mission?			
16. Do students, parents and staff have individual job goals aligned with your classroom mission?			
17. Student, parent and staff jobs can become cluttered with responsibilities not related to their job. How do you identify job clutter? How do you remove the clutter you find?			

Question			
18. What classroom policies, practices and procedures help students and staff achieve their job goals?			
19. What classroom policies, practices and procedures hinder students, parents and staff in achieving their job goals?			
20. How are student, parent and staff learning and work spaces designed to help students and staff achieve their job goals?			
21. In what ways do student, parent and staff learning and work spaces hinder students, parents and staff in achieving their job goals?			
22. Do student, parent and staff job performance standards exist?			
23. Do students, parents and staff know the desired results to flow from attainment of their job standards?			
24. Do students, parents and staff consider their job standards attainable?			

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25. Can students, parents and staff easily recognize the most powerful work actions leading to achievement of their job goals?			
26. Can students, parents and staff complete job-related tasks without interference from other tasks?			
27. Is your classroom learning system set up to logically support the achievement of job goals, leading to your classroom mission?			
28. Are adequate resources (time, tools, information…) available for students, parents and staff to achieve their job goals?			
29. Do students, parents and staff know the results intended to flow from attainment of their job goals?			
30. How are consequences aligned to support desired student learning performance, and parent and staff job performance?			
31. What evidence do you have those consequences are meaningful from			

student, parent and staff members' perspectives?			
32. Are consequences delivered in a timely manner to support student learning performance and parent and staff job performance?			
33. If students, parents and staff achieve their job goals, what consequences do they receive?			
34. Describe how students, parents and staff receive feedback about their learning and job performance.			
35. Describe how you know if feedback students, parents and staff receive is *accurate*.			
36. Describe how you know if feedback students, parents and staff receive is *timely*.			
37. Describe how you know if the feedback students, parents and staff receive is specific.			

38. Describe how you know if feedback students, parents and staff receive is easy to understand.			
39. How do you know if students, parents and staff have the necessary knowledge and skills to achieve their job goals?			
40. What do you do if you discover a student, parent, or staff member is not capable of performing their job?			