MICHIGAN
SCHOOL IMPROVEMENT
FRAMEWORK RUBRICS

MICHIGAN
Education
Department of
Office of School Improvement

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 1: CURRICULUM

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

BENCHMARK A: ALIGNED, REVIEWED & MONITORED

School/district written curriculum is aligned with, and references, the appropriate learning standards (MCF, GLCE, AUEN, ISTE, EGLCE, HSCE, HSGR, METS, etc.).

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Curriculum Document(s) The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.	☐ Written documents do not exist that align classroom instruction with the Michigan Curriculum Framework.	☐ The school is in the process of completing the following tasks: the alignment of the curriculum with the Michigan Curriculum Framework and references to the benchmarks and content expectations for all subject areas.	☐ The school has created documents that illustrate the alignment of the curriculum with the Michigan Curriculum Framework and reference the benchmarks and content expectations for all subject areas. ☐ The curriculum documents are organized in a way that allows users to access appropriate documentation easily.	☐ The school has created documents in multiple formats that illustrate the alignment of the curriculum with the Michigan Curriculum Framework and reference the benchmarks and content expectations for all subject areas. ☐ The documents emphasize rigor in the curriculum while also providing adequate flexibility so that students are lead to active construction and application of knowlegde. ☐ The curriculum documents are organized in a way that allows users to visualize the information within and across grade levels and content areas.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Curriculum guides	☐ Guides reference the Michigan Curriculum Framework and contain benchmarks and content expectations ☐ Guides contain scope and sequence
☐ Curriculum maps	☐ Maps contain specific information regarding what is taught and where it is taught
☐ Pacing guides	☐ Guides organized with detailed information useful in daily instructional practice
☐ Curriculum committee meeting minutes	☐ Minutes reflect discussions regarding alignment

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Standards Alignment The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.	□ Less than half of the local curriculum includes the Michigan Curriculum Framework Content Standards and Benchmarks, as well as Grade Level Content Expectations (GLCE) or course content expectations as appropriate. □ The curriculum is not aligned to the standards but the school is in the process of aligning the core areas of English/Language and Mathematics.	□ More than half of the local curriculum includes the Michigan Curriculum Framework Content Standards and Benchmarks or course content expectations as appropriate. □ The curriculum for English/ Language Arts and Mathematics is aligned to the standards. □ The alignment of the core areas of Science and Social Studies are in the process of being completed.	□ The local curriculum includes most of the Michigan Curriculum Framework Content Standards and Benchmarks as well as Grade Level Content Expectations (GLCE) or course content expectations as appropriate. □ The core areas of English/Language Arts, Mathematics, Science and Social Studies are aligned to those standards. □ Documentation for the Arts is in the process of being aligned.	□ All local curriculum includes 100% of the Michigan Curriculum Framework Content Standards and Benchmarks, as well as Grade Level Content Expectations (GLCE) or course content expectations as appropriate. □ In addition to the curriculum for every core area being aligned to those standards the Arts has also been completed. □ The school is in the process of aligning the curriculum for all additional areas taught including: Career and Employability Skills, Health Education, Physical Education, Technology and World Languages.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Curriculum documents	□ The extent to which curriculum documents are aligned and referenced to the Michigan Curriculum Framework and Grade Level Content Expectations in various subject areas

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SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Articulated Design The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.	☐ Documents do not exist that identify the core curricular expectations within grade levels or subject areas.	☐ Documents have been created that identify the core curricular expectations for grade levels and subject areas of English/Language Arts, Mathematics, Science and Social Studies.	☐ The local curriculum documents are organized to incorporate a vertical representation across the grades as well as a horizontal representation across the content areas at each grade level in the core content areas of English/Language Arts, Mathematics, Science and Social Studies. ☐ Common curricular units exist within each grade level and/or content area.	☐ In addition to the vertical and horizontal alignment of the four core content areas, the school is in the process of aligning additional areas taught. ☐ Within the curriculum documents, a continuum of skills exists that builds from one content area and/or grade level to the next and essential content has been identified that eliminates gaps and overlaps. ☐ Within each grade level and/or subject area, a set of instructional activities exist that align with the curricula.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Curriculum documents	☐ Vertical alignment of scope and sequence by content ☐ Horizontal alignment of grade level/course curriculum ☐ Listing of skills within content areas and across grade levels
☐ Written units and/or lesson plans	☐ Alignment of instructional activities within and across grade levels

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		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Curriculum Review The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.	☐ There is no consistent review cycle in place at the school.	☐ Infrequent curriculum reviews occur. ☐ A limited number of teachers are involved in any curriculum review that occurs.	☐ The school participates in a review cycle that occurs within six months of any approved modification of the state standards. ☐ The review cycle requires the involvement of teachers and community members.	☐ The school participates in a review cycle that is systemic, occurs on a regular basis and within six months of any approved modification of the state standards ☐ The curriculum review requires the involvement of all staff and is the result of a sustained school-wide dialog that includes discussions within and across grade levels and content areas and community members as required.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Agendas of curriculum committees, grade level committees, curriculum development cadres	☐ Meeting attendance by representative groups ☐ Frequency and consistency of meetings
☐ Committee membership	☐ Extent of representation on committees

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SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
5. Inclusive The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.	□ The curriculum is common for all students.	□ There are different curricula provided for students depending on their needs.	□ The general education curriculum is adequately flexible to allow teachers to adapt to a range of needs of all students.	□ The written curriculum includes modifications and adaptations to meet the needs of all learners. □ The curriculum includes a variety of aligned teaching strategies, materials and assessments designed to meet individual needs and abilities. □ Instructional activities within the curriculum documents promote meaningful application and assessment of knowledge for all students.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Curriculum documents—unit outlines and lesson plans	□ Extent of differentiation and adaptation of instructional practices □ Variety of assessments □ Description of applications of knowledge and skills
□ Individual Education Plan (IEP)	□ Individual Education Plan (IEP) based on student data

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STANDARD 1: CURRICULUM

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

BENCHMARK B: COMMUNICATED
School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Staff Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.	☐ The curriculum documents are available to staff. ☐ Limited time has been made available for staff to discuss the documents beyond their individual classroom.	☐ Although opportunities to understand the curriculum exist, they are limited in nature and occur primarily on an individual basis at individual grade levels only.	☐ Staff members examine and reflect on all curriculum documents. ☐ A process is in place to share all aligned curriculum documents with all staff, and includes opportunities for questions and clarifications within and across grade levels. ☐ Staff members are involved in frequent meetings that examine their own curricula and dialog about curriculum above and below their assigned grade level.	☐ In order to provide cohesion of curriculum within and across grade levels and content areas, staff has a variety of opportunities to actively explore the curriculum and dialog with colleagues. ☐ Alignment of the standards and benchmarks includes cross-referenced models so that teachers of all subject areas and grade levels can review the curriculum of the entire school.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Meeting agendas and minutes	☐ Extent of conversation centered around curriculum ☐ Agendas that promote curricular discussions within and across grade levels
☐ Written curriculum documents	☐ Extent to which the written curriculum cross-references grade levels and content areas
☐ Communication avenues including newsletters, on-line communication, displays	☐ Extent to which the content of the communications includes references and descriptions of curriculum

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Students The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.	☐ Teachers provide an initial outline of a unit of study but the specific goals and objectives of the unit are not made clear to the students.	☐ While all teachers provide students with an initial unit outline, some teachers also preview the goals and objectives of the units of study with students.	☐ A process is in place for all teachers to preview the goals and objectives of the units of study with students. ☐ A system is in place that provides all teachers with a developmentally-appropriate way of articulating the curriculum to their students.	☐ Teachers provide meaningful examples of real life application of the goals and objectives of each unit of study. ☐ At the beginning of a unit of study, students are provided a clear understanding of how the goals and objectives will be assessed. ☐ Documents written in student-friendly language are translated into other primary spoken and written languages of the school and are reviewed orally.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Course descriptions	☐ Sophistication and clarity of language employed ☐ Accommodations for non-English speakers
☐ On-line communications	☐ Ability of students to easily access specific information related to the curriculum or courses being taken
☐ Competency profiles and syllabi	

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SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Parents Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.	□ The primary opportunity for parents to receive information about the curriculum occurs at an annual school event. Any additional opportunities to have information regarding curriculum expectations are at the initiative of the parent.	□ Parents have access to general information regarding curriculum expectations including the goals and objectives of each unit of study through written materials provided. □ School procedures encourage parents to contact their child's teacher should questions or concerns arise regarding the curriculum.	□ The school communicates to all parents, detailed information about the curriculum including goals, objectives, activities and accompanying assessments of all units of study. □ The school schedules periodic large group (grade level, classroom or content area) sessions at which time information regarding the curriculum is presented. Follow-up is provided for any individual questions that arise.	□ Parents are provided detailed information regarding the goals and objectives, activities and assessment measures of each unit of study through a variety of sources. □ Parents are provided face-to-face individual opportunities to understand the curriculum and to clarify any aspects they do not understand. □ All parent information regarding the curriculum is translated into the primary languages of the school population.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ District wide/school one-way communications	□ Websites, curriculum calendars, newsletters and other media □ Accommodations for non-English speakers
□ Two-way parent communications	□ Open House, parent activity nights and curriculum nights
□ Curriculum documents	□ Curriculum broken down into various formats and specificity based upon audience □ Accommodations for non-English speakers
□ School accommodations	□ Provision of transportation, telephone contacts, individual assigned to communicate with specific groups of parents

NOTES

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content
and are used to guide instructional decisions and monitor student learning.

STANDARD 2: INSTRUCTION

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Content Appropriateness The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.	☐ The content of the textbooks employed by the school drive the curriculum. The school has not attended to the alignment of the materials in the texts to the scope and sequence of the district.	☐ Some staff members have taken the initiative to plan their lessons based upon the curriculum framework/content expectations. ☐ Curriculum is being written with attention being paid to articulation within grade levels and content areas.	☐ Classroom teachers base their lessons on the district's written curriculum. ☐ The school has structures in place for classroom teachers within and across grade levels and content areas to plan appropriate instructional practices for their common curriculum.	☐ Classroom instruction is consistent with the curricular scope and sequence and teachers base their content decisions on a dialog among teachers using data from the examination of student work, student and schoolwide assessments. ☐ Standards-aligned, field-tested and published resources are adopted where appropriate. ☐ Grade level curriculum and/or course of study/ content expectations are aligned and clearly documented.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Curriculum calendars/pacing guides/lesson plans	☐ Alignment of instructional activities with scope and sequence
☐ Adopted texts and other resources	☐ Materials are aligned with standards and field-tested
☐ Meeting agendas and minutes	☐ Written documentation of curriculum planning within and across grade levels
☐ Written units/instructional plans	☐ Alignment with grade level & course content & district curriculum
☐ Observational protocols	☐ Consistency of use of higher order thinking skills and demonstration of high expectations for student success

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Developmental Appropriateness Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.	☐ The delivery of instruction is driven by the need to cover the content of the entire scope and sequence of the grade level or subject. As a result, little time is devoted to considering instructional practice that is developmentally appropriate.	☐ Less than half of the adopted curriculum is developmentally appropriate with attention being paid to age-appropriate characteristics, cultural differences, learning styles and individual learner abilities. ☐ Fewer than half of the teachers in the school are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.	☐ The majority of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities. ☐ Over half of the teachers in the school are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.	☐ All of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities. ☐ All teachers in the school are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Instructional plans/lesson plans	☐ Variety of instructional activities and options for individual learners; relevant activities; activities demonstrating recognition of cultural differences; cooperative group instruction
☐ Curriculum guides	☐ Multiple approaches to instruction; relevant curriculum
☐ Observational protocols	☐ Variety of instructional approaches; relevance of activities; cooperative group instruction; engagement of learners

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Reflection and Refinement A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.	□ The bulk of the reflection and refinement that occurs at the school is focused on the improvement of classroom and school procedures and policies.	□ Teams of teachers meet together on a regular basis. Although some discussion focuses on the improvement of instruction, the majority of time is spent either on procedural issues and individual student issues.	□ School improvement is based upon grade level/content area collaborative teams which meet for the purpose of gathering data, analyzing information and making school-wide decisions regarding changes in instructional practices. □ Professional development decisions are based upon input from the collaborative school improvement teams.	□ The school is organized around interdisciplinary and/or cross-grade level collaborative teams that review the effectiveness of instructional practices. □ A continuous improvement process is in place whereby the interdisciplinary and/or cross-grade level collaborative teams gather data, analyze information, and make decisions to modify instructional practice including lesson plans and units. □ Decisions regarding modification of instruction incorporates input from assessment data, students, parents and knowledgeable colleagues and research. □ Instructional improvement and the content of professional development is aligned. Support measures have been put in place such as demonstration classrooms, peer coaching and professional study groups.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Agendas, meeting minutes	□ Record of decisions made, process leading up to the decisions, record of individuals involved in the decisions and data employed to inform the decision
□ Committee lists	□ Committee membership and meeting schedules
□ Current and historical instructional plans	□ Changes in plans over time
□ Survey Data	□ Reports of decision-making process by stakeholder group
□ Professional development plan	□ Professional development based upon instructional improvement; professional development structures employed

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STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 2: INSTRUCTION

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

BENCHMARK B: DELIVERY

Instructional practices are used to facilitate student learning.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Delivered Curriculum The school assures that students have the supports they need to meet the required standards. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction and assessments to meet its students' diverse and changing needs.	☐ Current instructional practices are seen to be the best methods to deliver a large amount of content over time. In addition, the school believes that its current modes of instructional practice are best suited to the student population that it serves.	☐ The delivered curriculum is designed for the average ability range of the student population.	☐ A system is in place that allows for teams of teachers to have a dialog about instructional practices based upon the schools's curriculum framework. ☐ In order to improve student success in meeting the standards, teachers employ a variety of instructional strategies geared to meet the varied needs of the student population.	☐ A formal process is in place to monitor curriculum delivery in the classroom and occurs in an on-going, scheduled manner. This process provides data that results in modifications to the school's delivered curriculum. ☐ Teachers agree to employ a variety of common instructional strategies as appropriate in all their lessons designed to meet the varied needs of the student population. ☐ Evidence exists that the delivered curriculum is based upon essential content and demonstrates that new units of study build upon information taught in prior units. ☐ The school provides a variety of structures to support those students who require them in order to successfully achieve the district or state standards.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Meeting agendas and minutes	☐ Discussions and decisions made regarding instructional strategies and curriculum
☐ Observational protocols	☐ Records of instructional practices across the school
☐ Curriculum and unit plans	☐ Documentation of connections between units
☐ School schedule/staff list	☐ Staffing and scheduling demonstrating support for targeted students
☐ Teacher/student artifacts	☐ Demonstration of differentiated lessons and assignments

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		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Best Practice There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.	□ Instructional practices at the school emphasize the memorization of content and repeated practice of isolated skills. Staff believe that all learners should be exposed to the same strategies regardless of learning style or cultural background.	□ The instructional plans of some staff members are written to take into account the diverse needs of their students. □ Individual teachers are exploring best practice and are beginning to implement new strategies in the classroom.	□ Some instructional plans have components built from insights on modern learning research, such as activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge. □ Technology is an important component in the differentiation of instructional practices.	□ All instructional plans have components built from insights on modern learning research, such as activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge. □ Structured practices are in place for staff to research and implement best practice instructional strategies. Written documentation exists outlining the best practice strategies implemented including the effective use of technology. □ A system is in place to monitor and evaluate the effectiveness of best practice strategies being employed at the school. □ Instructional practices are selected to align to the type of learning target (knowledge, reasoning, skill, performance or disposition) of the benchmark(s) and the matched assessment method(s) selected.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Teacher surveys	□ Results describing the impact of best practices on enacted curriculum
□ Curriculum maps	□ Display of content standards, assessments, instructional strategies and technology support
□ Classroom walk-through journals	□ Documentation of best practices strategies being implemented
□ School improvement plan / committee structures	□ Systems and structures for professional learning in place
□ Minutes/action plans	□ Description of professional learning community structures being implemented and actions taken
□ Instructional plans	□ Incorporation of best practices into written plans

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SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Student Engagement School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.	☐ Classroom instruction emphasizes primarily memorization and rote learning. ☐ Few opportunities are provided for students to apply their knowledge in a real world context.	☐ Some opportunities are provided for students to apply knowledge in a real world context. ☐ Some lessons are taught that emphasize higher order thinking skills.	☐ Frequent opportunities are provided for students to apply knowledge in a real world context. ☐ Some cross-curricular integrated units of instruction are taught. ☐ Many lessons are taught that emphasize higher order thinking skills and some units take into account multiple aptitudes, learning styles and intelligences.	☐ It is routine practice in all classrooms that students are provided opportunities to apply curricular concepts in a real world context. ☐ Staff members provide students with a variety of cross-curricular, integrated units of instruction. ☐ Structures are in place to insure that high level thinking skills are emphasized throughout the curriculum and instructional strategies are employed that take into account multiple aptitudes, learning styles and intelligences. ☐ Assessments employed provide students with authentic opportunities to demonstrate their mastery of the standards.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Community Surveys	☐ Use of community resources within and outside the classroom
☐ Classroom walk-through journals	☐ Extent to which students are engaged in learning across classrooms; teacher use of higher order thinking skills; use of relevant curriculum
☐ Assessments employed	☐ Extent to which assessments employ application and demonstration of knowledge and skills

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STANDARD 3: ASSESSMENT

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

BENCHMARK A: ALIGNED TO CURRICULUM AND INSTRUCTION
Student assessments are aligned to the school's curricula and instruction.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Alignment/ Content Validity Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)	☐ Local assessments administered at the school are designed by individuals or teams with no procedures in place to examine their alignment or content validity.	☐ Some assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. ☐ Individuals within the school examine their assessments for bias.	☐ The majority of assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. ☐ There is evidence that attention has been paid to the elimination of bias in assessments administered at the school. ☐ Assessments comply with a majority of the assessment standards of the Michigan Curriculum Framework.	☐ All assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. ☐ Procedures are in place to assure that all assessments administered at the school have been critically reviewed for bias. ☐ Assessments comply with the assessment standards of the Michigan Curriculum Framework. ☐ A process is in place for all assessments conducted to assure that the concepts sampled on the assessment are an accurate reflection of the important concepts covered within the curriculum.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Formative and summative assessments	☐ Extent of alignment with district curriculum and Michigan Curriculum Framework; extent to which assessment reflects curricular content covered
☐ Committee minutes	☐ Description of process used to adopt and analyze assessments
☐ Written curriculum	☐ Match between assessment method and learning target

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SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Consistency/ Reliability Schools employ procedures to assure that assessments administered consistently and reliably measure common learning targets.	□ Attention has not been paid to the consistency and reliability of the assessment instruments employed at the school.	□ There is evidence that some attention has been paid to the consistency and reliability of assessments administered at the school.	□ Procedures assure that most assessments administered to a common group of students are designed to have similar ranges of difficulty and sample the learning targets in a similar way.	□ Common assessments of student learning are developed from the same set of learning targets □ Procedures assure that all assessments administered to a common group of students are designed to have similar ranges of difficulty and sample content within the learning targets in a similar way.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Formative and summative assessments	□ Extent to which content of assessment is in alignment with learning targets
□ Meeting minutes	□ Discussions occurring and decisions made at grade level and content area meetings reflecting analysis of assessments based upon student characteristics

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SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Multiple Measures The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.	□ The instructional staff relies primarily on standardized assessments and end-of-semester grades to evaluate student learning.	□ The instructional staff evaluates student learning primarily through the use of summative assessments (e.g., MEAP, MI-Access, end of unit test, quarter/semester grades.) □ Most formal assessments employed are aligned to the curriculum framework.	□ The instructional staff evaluates and monitors student learning through the use of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.) □ Most formal assessments employed are aligned to the curriculum framework.	□ All instructional staff consistently evaluate and monitor student learning through the systematic use of multiple types of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.) □ In addition to the use of multiple summative assessments, teachers systematically employ multiple formative assessments (e.g., benchmark assessments, student portfolios, teacher-designed assessments) to target areas requiring individualized instruction for students and/or small groups. □ All formal assessments employed are aligned to the curriculum framework.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Teacher and administrator surveys	□ Description of range and types of assessments employed in the classroom and at the school
□ Formative and summative classroom assessments	□ Listing of types employed and frequency of use

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STANDARD 3: ASSESSMENT

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

BENCHMARK B: DATA REPORTING AND USE

Student assessment results are communicated to, and used by, staff, students and parents to improve student achievement.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Reporting The school believes in open communication about student achievement. Assessment results based upon the benchmarks are provided to teachers, students and parents. The results are kep current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.	☐ Although assessment results are available to teachers, students and parents, they require interpretation but no systems are in place to address this need.	☐ Standardized assessment results are provided to all teachers, students and parents and interpretation is provided at the request of the stakeholder.	☐ Assessment results are provided to all teachers, students and parents in a format they can understand. ☐ Some opportunities are provided for parents and students to meet with staff and discuss assessment results. ☐ The school has a reporting system that describes specific student achievement of the tested benchmarks as well as the knowledge and skills in each subject area.	☐ Updated and easily interpreted results of a wide range of student assessments are provided to all teachers, students and parents in a timely fashion on a regular basis. ☐ Instructional staff meet with parents and students on a regular basis to discuss assessment information and develop strategies to improve student achievement. ☐ The school has a reporting system that describes specific student achievement of the tested benchmarks as well as the knowledge and skills in each subject area. ☐ The school's reporting system is organized in a manner that allows staff to dialog about the data to revise instruction and provide other interventions for individual students.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Report cards and student progress reports	☐ Extent towhich student achievement of listed benchmarks is documented
☐ Parent/teacher conference records	☐ Description of types and extent of communication regarding student progress
☐ School progress reporting system	☐ Variety of resources employed to communicate progress to parents and students
☐ Portfolios, learning logs	☐ Analysis based upon standards and benchmarks

	SCOPE OF PRACTICE			
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Informs Curriculum and Instruction The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.	□ Any data gathered is used by individual teachers for the purpose of improvements in curriculum and instruction at the classroom level.	□ One basic source of data is relied on to improve curriculum and instruction. □ Data review and revisions in curriculum and instruction occur on an annual basis.	□ Improvement in curriculum and instruction occurs on an annual basis and is organized around school improvement committees. □ More than one source of data is used when determining modifications in curriculum and instruction.	□ Improvement in curriculum and instruction is data-driven, on-going, systematic and collaborative. □ Individual teachers and teacher teams continuously assess and modify curriculum and instruction through the use of multiple sources of data.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ School improvement plan	□ Connection between instructional decisions and data
□ Grade level / departmental meeting minutes	□ Description of use of data to inform student progress; description of use of data to drive instructional decisions
□ Teacher records	□ Description of use of data to target instructional strategies to individual students or small instructional groups

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Meets Student Needs All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.	□ Student assessment results are communicated to the individual classroom teacher. The primary focus of the classroom teacher is in preparing students to succeed in a variety of assessments.	□ Structures are in place to utilize the results of assessments to respond to individual student needs. This system relies primarily upon specialists within the school to provide the interventions for students. There is limited coordination between the specialist and classroom teacher. □ Teachers understand that formative assessment practices are valuable for informing and enhancing instruction during the course of a lesson or unit.	□ A process is in place for teams to review individual student data to identify needs and design interventions. This data is shared with the student and parent on a regular basis and improvement goals are the outcome. □ Teachers work closely with other support staff to monitor the student's progress. Those students not demonstrating adequate progress are provided additional resources and opportunities to be successful. □ All teachers periodically conduct formative assessments during the course of a lesson or unit to enhance instruction and to provide themselves and their students concrete information on how to improve individual student performance. □ Student self-assessment is one component of the school's assessment system.	□ Analyses of district/ building assessments are systematically and routinely used by teacher teams to identify and provide interventions for students who are not mastering benchmarks. □ It is routine school practice to reassess students who have previously not mastered classroom, building or district assessments. □ A system is in place to communicate to students and parents in a timely fashion and in language they can understand, the results of the student's performance on classroom, building and district assessments. Information is provided on how these results are related to the student's achievement of the benchmarks and learning targets of the curriculum. □ All teachers frequently conduct formative assessments during the course of a lesson or unit to enhance instruction and to provide themselves and their students concrete information on how to improve individual student performance.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Committee meeting minutes	□ Description of use of data to target instruction to students not meeting benchmarks
□ School policies and procedures manual	□ Description of policies in place to address students who have not met standards
□ Walk-through journals	□ Evidence of differentiation of instruction for students requiring additional assistance to meet standards/benchmarks
□ Student historical records	□ Analysis of records indicating reassessment data and practices
□ Parent communication documentation	□ Description of means used to communicate to parents information on progress of students not meeting standards

NOTES

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 1: INSTRUCTIONAL LEADERSHIP

School leaders create and sustain a context for learning that puts students' learning first.

BENCHMARK A: EDUCATIONAL PROGRAM

School leaders are knowledgeable about the school's educational programs and act on this knowledge.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Knowledge of Curriculum, Instruction and Assessment School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction or assessment.	☐ School leaders focus the majority of their attention on management. They rely on the staff to make the decisions regarding the improvement of teaching and learning.	☐ Although they are active participants on school improvement teams, school leaders have limited knowledge of curriculum, instruction or assessment. They rely primarily on others for expertise. ☐ School leaders are working to improve their knowledge of curriculum, instruction and assessment through participation in professional development.	☐ School leaders are frequently consulted in decisions regarding curriculum, instruction and/or assessment within the school. ☐ School leaders demonstrate their knowledge of curriculum, instruction and assessment by providing other staff with research, material resources and appropriate professional development activities based upon the school's improvement goals.	☐ School leaders are frequently requested as consultants in curriculum, instruction and/or assessment within and outside of the school. ☐ Based upon their expertise of curriculum, instruction and assessment, school leaders create systems and organizational frameworks that support school improvement efforts. ☐ School leaders demonstrate their knowledge of curriculum, instruction and assessment by modeling best practice strategies in the classroom and through their everyday activities.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Resumes	☐ Workshops attended; participation in study groups; presentations made
☐ Committee minutes	☐ School leaders' suggested readings
☐ Certification requirements	☐ Coursework, conference & workshop attendance

	SCOPE OF PRACTICE			
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Knowledge and Use of Data School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.	☐ School leaders provide limited types and sources of data to the staff. Assessment results received by the leaders are passed directly on to teachers without additional interpretation.	☐ School leaders provide several types and sources of data to staff. They arrange for others to assist in the data interpretation. ☐ School leaders participate in the teams that interpret the data.	☐ School leaders are able to guide the school in the selection of multiple types and sources of data to inform school improvement. ☐ School leaders are able to interpret all data required at the district and state levels and provide the staff with adequate information so they can use the data to make decisions. ☐ School leaders periodically provide training to help the school staff maintain a focus on the interpretation and use of data for continuous improvement.	☐ School leaders collaborate with staff and share their expertise in the selection of a wide range of types and sources of data to inform school improvement. ☐ School leaders are seen as experts in the interpretation of all data required at the district and state levels and lead the staff through a process that facilitates their understanding of this data. ☐ School leaders continually provide updated training that assures maintenance of a sustained focus on the interpretation and use of data for continuous improvement.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Workshop attendance, study group participation records	☐ Content includes use of data and/or data sources with building/district data beyond standardized reporting services
☐ Committee minutes	☐ Role of leaders in data use and interpretation
☐ Professional development plan	☐ Use of data for continuous improvement

NOTES

	SCOPE OF PRACTICE			
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Technology School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.	☐ Technology is available at the school level but the school leaders have a limited role in promoting and coordinating its use. They rely on others to provide the expertise required to expand its use and plan for the future.	☐ School leaders efforts focus on providing resources for teachers in their use of current technology for curriculum and instruction.	☐ School leaders provide technology and related resources to instructional staff to support curriculum, instruction and assessment. ☐ School leaders provide updated professional development training focused on technology use.	☐ School leaders focus school-wide attention on the use of technology to support increasing student achievement. ☐ School leaders support the coordination and integration of technology and related resources in all aspects of curriculum, instruction and assessment. ☐ School leaders provide on-going professional development training for the staff in the innovative application of technology.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Lesson plans	☐ Application of technology
☐ Professional development plans	☐ Extent of link between technology and instruction
☐ School budget	☐ Description of technology resources

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Knowledge of Student Development and Learning The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn is an essential factor in decisions related to curriculum planning, delivery and assessment.	☐ In order to cover the curriculum expectations, school leaders condone the extensive use of teacher-directed instruction. The emphasis is on coverage of material rather than developmentally appropriate practice.	☐ School leaders have an understanding of developmentally appropriate practice, yet they lack the depth of understanding to assist their staff in implementing this practice on a daily basis. ☐ School leaders are in the process of increasing their knowledge of developmentally-appropriate instructional practices.	☐ School leaders encourage their staff to demonstrate their application of student-centered instruction through several ways in the classroom such as: providing meaningful and relevant activities; demonstrating high expectations for all students; differentiating instruction; conducting authentic assessments and displaying cultural sensitivity. ☐ School leaders take into account developmental appropriateness as they make decisions about discretionary policies and procedures as well as all-school events.	☐ School leaders assure that staff apply student-centered instruction in a variety of ways in the classroom including: providing meaningful and relevant activities; demonstrating high expectations for all students; differentiating instruction; conducting authentic assessments and displaying cultural sensitivity. ☐ School leaders assure that discretionary policies and procedures as well as all-school events are designed in a developmentally-appropriate fashion.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Instructional materials	☐ Suitability to student developmental level
☐ Daily schedule	☐ Designed based upon research
☐ Observational protocols	☐ Extent to which instructional activities are student-centered, meaningful, differentiated and culturally sensitive; evidence of active
☐ Assessments	☐ Extent to which assessments are relevant, authentic and culturally sensitive

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
5. Knowledge of Adult Learning School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.	□ School leadership provides common learning experiences for all adults within the school with little input from those involved. There are limited opportunities for dialog and no organized structures are in place to assist staff members to practice the learning.	□ School leaders provide a variety of adult learning topics and they provide support for follow-through of the professional development experiences. Application of the concepts covered is dependent on individual initiative.	□ School leaders demonstrate their understanding that adults learn best when given the opportunity to direct their own learning through the provision of professional development initiatives that are varied and provide the opportunity for incorporation of the content into daily practice.	□ School leaders have provided a variety of structures from which staff can choose when participating in the school's professional development program. □ School leaders have designed structures to assure the successful transfer of learning into practice including opportunities to receive feedback on teaching strategies, observe exemplary practices and reflect on practice. □ School leaders have instituted professional learning communities throughout the school and have provided common time during the contracted school day for the teams to meet.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Professional development plans and activities	□ Extent to which plans and activities are staff-driven and based upon adult learning needs; variety of activities and structures provided
□ School schedule	□ Use and structure of non-instructional time
□ Teacher evaluations	□ Evidence of transfer of learning into practice and teacher input

NOTES

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
6. Change Agent School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school's improvement vision.	☐ The primary role of the school leader is seen as management and to make sure that the directives from superiors are acted upon.	☐ The school leaders recognize the importance of their role in promoting change yet their actions are primarily focused on the delegation of responsibilities to implement any change.	☐ The school leaders communicate a vision for the future direction of the school to multiple stakeholders and facilitate a dialog around the change. ☐ There is a conscious effort to foster internal leadership within the school community.	☐ There is a collective responsibility among the entire school staff for the success of all students. ☐ In order to accomplish the school improvement goals, the school leaders foster a spirit of collaboration, inquiry, risk-taking and reflective practice. The leaders solicit and value the opinions and ideas of staff, students, parents and the community. ☐ When a new program is introduced, the staff is supported by the school leadership throughout the stages of implementation.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Professional development plans and activities	☐ In-service on change theory
☐ Rubrics	☐ Movement along a continuum of change
☐ Surveys	☐ Attitudes of stakeholders toward change and school improvement; extent to which stakeholders report a feeling of efficacy in decision-making

NOTES

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
7. Focus on Student Results School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.	☐ Staff members either individually or in small groups are responsible for interpreting and acting on data.	☐ School leaders stress the importance of student achievement data to guide school improvement.	☐ School leaders provide a data-based decision-making structure to focus on studentachievement. ☐ School leaders consider data from multiple sources when guiding school improvement.	☐ School leaders assure that all decisions regarding changes in curriculum and instruction are based on data. ☐ School leaders structure decision-making so the impact on student achievement is the most important determinant of changes in curriculum, instruction and assessment. ☐ School leaders focus the school staff on the interpretation of multiple measures of disaggregated data to drive school improvement.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Meeting agendas and minutes	☐ Use of student data in meetings; extent to which instructional and curricular decisions are data-based
☐ School schedule and calendar	☐ Extent to which schedule and calendar is based upon analysis of data
☐ Student schedules	☐ Flexibility based upon student data-based needs
☐ School's annual report	☐ Examples of a variety and types of data describing stident results
☐ School improvement plan	☐ Data disaggregated to demonstrate and explain student progress

NOTES

STRAND II: LEADERSHIP

School l eaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 1: INSTRUCTIONAL LEADERSHIP

School leaders create and sustain a context for learning that puts students' learning first.

BENCHMARK B: INSTRUCTIONAL SUPPORT

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Monitoring School leaders have a visible presence throughout the school. They have a well-established systemformonitoring instruction, guiding school improvement and assessing school climate.	□ School leaders regard their role to be primarily one of teacher supervision. They visit the classrooms periodically or as needed.	□ School leaders make structured classroom visits based upon the requirements of the district and the teacher contract and other visits as necessary. □ School leaders participate on school committees.	□ School leaders are frequently in the classrooms and hallways monitoring behavior and instruction and interacting with the staff and students. □ School leaders are active participants on school committees. In addition, they provide these committees with information gathered during their monitoring efforts of the entire school program.	□ School leaders have a constant visible presence throughout the entire school including the hallways and classrooms. □ School leaders have developed and employ in daily practice, a systematic record-keeping system that provides data on their monitoring efforts for the purpose of informing school improvement. □ School leaders provide meaningful and frequent feedback to staff and students, and school committees regarding data gathered from their monitoring efforts. □ School leaders model in their own monitoring behavior the high expectations they have for staff and students.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Administrative classroom observation logs	□ Records of observations and description of actions taken as a result of observations
□ School policies and procedures	□ Documentation of collection of lesson plans and grade books
□ Meeting minutes	□ Extent to which school leaders initiate and participate in a discussion of student progress and grade reports
□ Surveys	□ Stakeholders' opinions regarding extent to which school leaders hold high expectations for all; extent to which school leaders are reported to provide meaningful and frequent feedback

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Coaching & Facilitating School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.	☐ School leaders rely on the skills of individual teachers to implement best practice strategies. Their primary facilitation role occurs in leading staff meetings.	☐ School leaders facilitate the coordination of the school improvement teams through periodic meetings with team leaders. ☐ School leaders encourage their staff members to form professional learning communities but the leaders do not serve in an active capacity within these communities.	☐ School leaders provide a variety of resources to facilitate the successful implementation of best practice strategies. ☐ School leaders coach teachers who are implementing best practices through observation of and subsequent discussion about these practices. ☐ School leaders design their school around professional learning communities and actively participate in these communities.	☐ School leaders assure that all staff are kept up to date on current theory of best instructional practice. ☐ School leaders differentiate their interactions with staff based upon the needs of the individual staff members. ☐ School leaders provide staff with frequent opportunities to reflect on best practice in professional learning communities. The leaders serve as coaches and mentors within these communities. ☐ School leaders provide frequent opportunities for staff members exhibiting exemplary practices to serve as models and peer leaders.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Meeting minutes/logs	☐ Extent to which best practices are discussed and implemented
☐ Observational protocols	☐ Extent to which staff members serve as models and peer leaders
☐ Surveys	☐ Staff perceptions regarding school leaders as coaches and mentors; extent to which school leaders are seen as continually focusing the school on best practices

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Evaluation School leaders design an evaluation system that is considered to be an extension and enhancement of an individual's plan for professional improvement. They work directly with each staff member to assure that the plan incorporates goals toward increased effectiveness in teaching for learning.	☐ School leaders follow the required evaluation guidelines within their district.	☐ School leaders employ evaluation as a tool for supervision with an emphasis on the improvement of teaching and learning.	☐ Evaluation is on-going process and includes the setting of individual improvement goals and objectives and incorporates strategies to meet them. An integral part of the evaluation is a plan of action with a timeline and mutual expectations. ☐ School leaders provide staff with periodic feedback on progress toward meeting the goals listed in the professional development plan.	☐ School leaders collaborate with all staff members individually in order to develop a plan for professional improvement focused on effective teaching for learning. ☐ School leaders provide staff with frequent feedback on progress toward meeting the goals listed in the professional development plan. ☐ School leaders provide a variety of opportunities for teachers to participate in activities that are job-embedded (i.e. action research, peer coaching) and contribute to their goals for professional improvement.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Staff evaluation form	☐ Reflects best practice strategies
☐ Meeting minutes/administrative logs	☐ Conversations centering on effective instructional practices
☐ Professional development plans and activities	☐ Job-embedded professional development; evidence of individualized professional development goals

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Clear Expectations School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.	☐ School leaders believe that staff members should be free to teach in the way that best suits them. As a result, they do not provide a clear message regarding teaching and learning.	☐ School leaders agree to deliver a common message about teaching and learning in all of their school meetings and community events. ☐ School leaders rely on all school events such as open house or student orientation to pass along information regarding school policies and procedures.	☐ School leaders extend on the message of high expectations for learning by actively participating with the staff in an on-going school-wide dialog about the instructional goals. ☐ School leaders communicate periodically with staff, students, parents and the community so that all school policies and procedures are clearly understood. ☐ The majority of students and parents report that school leaders consistently and fairly apply all school rules.	☐ School leaders are clear and consistent with the message that all efforts at the school are to focus on student learning and they expect that all instructional decisions made support the goals of the school improvement plan. ☐ School leaders communicate frequently orally and in writing with staff, students, parents and the community in order to assure that all school policies and procedures are clearly understood. ☐ Students and parents report that school leaders consistently and fairly apply all school rules.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Meeting minutes	☐ Written list of expectations for teaching
☐ Parent communications; other written communications	☐ Evidence of high expectations for students and staff; clear statement of policies and procedures
☐ Mission statement	☐ Evidence of high expectations
☐ Survey	☐ Extent to which school leaders are perceived as consistently and fairly applying school rules

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
5. Collaboration and Communication School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.	☐ School leaders encourage the meeting of grade level and content area teams. Teachers within the grade level and/or content area discuss teaching and learning when it is a required part of the meeting agenda or when an issue has been identified and needs resolution.	☐ School leaders provide for collaborative teams and provide time for these teams to meet at least monthly. They encourage these teams to engage in dialogue around data analysis and instruction.	☐ The school is structured around collaborative teams. Each team is provided with one or more common planning periods per week within the school day. ☐ School leaders structure professional development, data analysis and instructional decision-making around collaborative teams. These teams are provided with adequate information and support to create meaningful dialogue. ☐ School leaders frequently seek input from the staff and other stakeholders about the school's teaching and learning goals as well as their own leadership in the attainment of those goals.	☐ The school is structured around highly functioning collaborative teams. Each team is provided with two or more common planning periods per week within the school day. ☐ School leaders assure that all professional development, data analysis and instructional decision-making is structured around collaborative teams. These teams are provided with adequate information and support to create meaningful dialogue. ☐ School leaders continually seek input from the staff and other stakeholders about the school's teaching and learning goals as well as their own leadership in the attainment of those goals.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ School schedule	☐ Structure of planning / team time
☐ School improvement plan	☐ Description of decision-making structures
☐ Communications from school leaders	☐ Extent to which input is sought regarding teaching and learning decisions

NOTES

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 2: SHARED LEADERSHIP

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

BENCHMARK A: SCHOOL CULTURE & CLIMATE
Staff creates an environment conducive to effective teaching and learning.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Safe and Orderly The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.	☐ Although policies and procedures that promote a safe and orderly environment exist, they are not effective in producing their desired result. ☐ Some efforts are underway to move toward the goal of a safer and more orderly environment.	☐ School administration and staff members are working together to try and create a safer and more orderly environment. ☐ A committee comprised of staff and school administration are focusing on improving the safety and order at the school.	☐ School administrators are a visible presence at the school encouraging and modeling positive behaviors. ☐ All staff members demonstrate that they share responsibility for student discipline and both adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the school. ☐ The school's physical plant is well-maintained and areas considered unsafe are closely monitored.	☐ Staff, students and parents are consulted on a regular basis to inform policy and procedural decisions that enhance the safety and orderliness of the school. ☐ Hallways are free of students during class periods. ☐ Staff members report that they spend minimal instructional time on discipline and express that their efforts at maintaining an orderly classroom environment are supported by the school administration. ☐ The school is viewed as safe and orderly within the community. ☐ Adults and students consistently intervene when they observe inappropriate behavior, such as bullying, teasing or harassment. ☐ All teachers have clearly established behavioral expectations and routines that reflect the school-wide goals for safety and orderliness and they are consistently enforced and followed by all of their students.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ School data	☐ Documentation of number and percent of disruptive school events and their increase/decrease over time
☐ School communications	☐ Posted and written expectations of student behavior
☐ Surveys	☐ Attitudes of stakeholders regarding safety, school orderliness and discipline; consistency of behavioral expectations and staff response to behavioral disruptions

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Learning Focused All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.	□ Instructional practices do not consistently reflect state/district standards.	□ Instructional practices are designed to address the state/district standards. □ Classroom observations indicate students demonstrate periodic active engagement in learning. □ Teachers collaborate periodically to discuss student progress.	□ Each classroom teacher emphasizes instructional practices that are designed to achieve student success in the state/district standards. □ Classroom observations support that many students are actively engaged in the application of standards-based instruction throughout their school day. □ Teachers collaborate on a weekly basis to discuss student progress for the purpose of providing instructional interventions.	□ Standards-based instruction is predominant in each classroom and an emphasis on meeting the standards is evident throughout the school facility. □ Classroom observations support that active student engagement in authentic tasks occurs frequently in all classrooms in all curricular areas. □ Teachers collaborate at least twice a week to discuss and act on strategies designed to improve student achievement through instruction and individual interventions.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Mission statement	□ Description of student expectations
□ Meeting agendas, minutes	□ Extent to which content of meetings focuses on learning as opposed to the management of details
□ Team meetings, lesson plans	□ Content reflects review of data to redirect teaching
□ Surveys	□ Student opinions regarding teacher expectations for student success
□ Observational protocols	□ Percentage of time students actively engaged in standards-based instruction

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Inclusive and Equitable Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.	☐ Although some efforts are being made to provide an equitable and inclusive environment for all students, the instruction of students with diverse socio-cultural backgrounds focuses on lower-order thinking skills. ☐ Any opportunities that exist for students of diverse backgrounds to receive personalized instruction are dependent upon the skills of the individual teacher. ☐ Tracking practices currently exist at the school.	☐ Students in special programs (i.e. Special Education, English Language Learners) have infrequent opportunities to integrate into mainstream classrooms. ☐ The primary supports for students with individual needs are provided in a non-mainstream setting. ☐ There is an awareness at the school that some students are tracked yet efforts are being made to reduce this practice.	☐ Numerous opportunities exist for students in special programs (i.e. Special Education, English Language Learners) to integrate into mainstream classrooms. ☐ The school provides additional supports for those students who require them. ☐ Although ability grouping ocurrs across the school, opportunities exist for students to move up to higher levels of instruction. ☐ Efforts are made to provide equal access to curriculum and activities for all students. ☐ There is a conscious effort on the part of the school staff to take into account the needs of students of differing cultures, abilities and primary languages.	☐ Students in special programs (i.e. Special Education, English Language Learners) are fully integrated into the mainstream classrooms. ☐ The school assures that all necessary supports are in place for those students who require them. ☐ Grouping practices at the school assure that students are not tracked. ☐All students have equal access to all curriculum and activities. ☐ School-wide practices include strategies to assure that the needs of students of differing cultures, abilities and primary languages are taken into account.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Technology plan	☐ Access to technology by demographic groups
☐ School budget	☐ Distribution of curriculum materials by achievement/ethnic groups
☐ Classroom rosters	☐ Demographic distribution of students in special programs
☐ Professional development plan	☐ Distribution of staff in quality professional development programs

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Collaborative Inquiry A spirit of collaboration, inquiry, risk-taking and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialogue about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement including teacher development and student outcomes.	□ There are no structures in place to facilitate a dialog about teaching and learning practices among the staff. □ "Pockets" of interactive small groups do exist within the school but there is little support to extend this dialog to others.	□ Grade level teachers and/or departments collaborate periodically although collaborative time is not built into the daily school schedule. □ Some staff members have initiated and participate in inquiry practices such as classroom action research, peer study teams and peer coaching.	□ The school is organized into collaborative teams that meet on at least a weekly basis. □ Collaborative practices focus primarily on the improvement of instruction. □ The majority of staff participate in inquiry practices such as classroom action research, study teams and peer coaching. □ Periodic collaboration occurs across grade levels and content areas.	□ The school is organized into collaborative teams which meet on a daily basis □ Collaborative practices are focused on the improvement of instruction, analyzing student work and strategies to improve the achievement of individual students. □ Inquiry practices such as classroom action research, study teams and peer coaching are a part of the daily routine of school staff. □ Frequent collaboration occurs across grade levels and content areas.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Meeting agendas/minutes	□ Evidence of collaborative practices
□ Grade/departmental curriculum maps	□ Extent to which maps cut across and connect with other subject areas and grade levels
□ Documentation of inquiry practices including logs and videos	□ Demonstration of quality and extent of inquiry practices employed

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
5. Data-Driven Culture All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school and classroom assessments.	□ Data on school-wide achievement is reviewed and interpreted by a representative committee at the school. Classroom teachers are expected to consider this data in their own instructional decision-making.	□ The school improvement committee bases its action plan primarily on the analysis of state and district assessments. Data summations are distributed to all staff members but assistance in interpreting it is limited.	□ The school improvement committee bases its action plan on the analysis of state, district, school and classroom assessment information to: plan changes in the instructional program; set curricular priorities directed at assuring that all students meet high standards; achieve the criteria for adequate yearly progress and analyze the effectiveness of programs over time.	□ All staff members are involved in collaborative teams that analyze state, district, school and classroom assessment information to: plan instruction; set curricular priorities directed at assuring that all students meet high standards; work toward achievement of the criteria for adequate yearly progress and analyze the effectiveness of programs over time. □ On-going support is provided for all staff members and teams to refine their skills in the use of data to make decisions that affect individual students and school programs.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ School improvement and/or state and district reporting data	□ Variety of data accessible to staff; extent to which data is user-friendly; extent to which comparative data over time is available
□ NCA/School improvement plans	□ Extent to which data is used to determine appropriate best practices
□ Committee meeting agendas/minutes	□ Data-based discussions and actions taken as the result of data analysis
□ Professional development plans	□ Content that focuses on developing skill in the interpretation and use of data

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
6. Collaborative Decision-Making Process Membership on the school improvement committees is a common expectation for all teachers, administrators and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.	☐ Staff members are represented on some school improvement committees. They have been recruited by the administration. ☐ Instructional decisions are made by the administration with input from the committee members.	☐ There is an effort by the administration to have staff members represented on many of the school improvement committees. ☐ Input for decisions about curriculum and instruction is gathered primarily from the instructional staff.	☐ School leaders provide a structure in which major decisions affecting curriculum and instruction are made collaboratively. ☐ School leaders provide opportunities for sharing of collaborative decisions with all staff.	☐ School leaders assure that all major decisions affecting curriculum and instruction are made collaboratively with any staff member impacted by the decision included in the process. ☐ Staff members report a clear sense of efficacy in decisions that are made.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Minutes from School improvement/Title I meetings	☐ Documentation of collaborative decision-making; impact of discussion of instructional decisions
☐ School communication tools	☐ Extent of communication regarding decisions
☐ Surveys	☐ Staff attitudes toward decision-making process

NOTES

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 2: SHARED LEADERSHIP

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

BENCHMARK B: CONTINUOUS IMPROVEMENT
Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Shared Vision and Mission The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.	☐ Although a vision and a mission statement exist, they are primarily employed as public relations tools.	☐ Efforts have been made by the individual school leaders to obtain committment to the vision and mission of the school. Although these efforts have been only partially successful, stakeholders are aware of the vision and mission statements.	☐ All staff members can clearly articulate the vision and mission of the school to parents, colleagues and community members. ☐ The shared vision is translated by the staff into measureable grade level and content area expectations and objectives. ☐ Individual teachers, grade level and content area teams, and school administrators collaborate to ensure that curricular, instructional and assessment practices reflect the intent of the vision and mission of the school.	☐ Goals that reflect the vision and mission of the school are operationalized in the classroom. ☐ Assessment practices and results are used to refine the vision and mission of the school. ☐ Formal and frequent opportunities exist for staff to collaborate on successes, challenges and assessment results as they put into practice the vision and mission of the school.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ School postings; letterhead, newsletters; other official parent communications	☐ Visibility and distribution of vision and mission; sharing of course expectations
☐ Notices regarding parent meetings, Open House and back-to-school events	☐ Visibility of vision and mission
☐ School/district website	☐ Posting of course/grade expectations
☐ Surveys	☐ Extent to which vision and mission can be clearly articulated by staff

NOTES

	SCOPE OF PRACTICE			
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Results-Focused Plan The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.	□ The school improvement plan is primarily a series of activities written to satisfy the requirements and meet the expectations of the district and state. □ Broad achievement measures are the primary focus of data-gathering and activities within the school improvement plan focus externally rather than internally.	□ Conversations take place that emphasize the importance of making changes at the school level that will impact broad measures of student achievement. The school improvement plan is being revised to reflect this effort. □ Meetings occur that assess the impact on student achievement that will result from changing instructional practice, yet few measures have been developed to evaluate school processes.	□ The school improvement plan meets all requirements of state and federal mandates □ The staff has written a school improvement plan, all aspects of which are informed by data including data measuring school processes, student achievement and attitudinal data, all disaggregated by demographics.	□ The staff has written a school improvement plan, all aspects of which are continuously informed by data including data measuring school processes as well as student achievement and attitudinal data, all disaggregated by demographics. □ Analysis of the data from the school improvement plan occurs on a continuous basis and informs changes in the plan. □ Each individual staff member is responsible for using data to guide his or her own professional practice. This data is also used to inform the school improvement plan.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Professional Development Schedule	□ Documentation of activities that support student achievement goals
□ Observational protocols	□ Use of data to guide professional practice

NOTES

	SCOPE OF PRACTICE			
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Implemented The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.	☐ The school leadership has the primary responsibility for the implementation of the school improvement plan strategies.	☐ Staff members have some involvement in the implementation of school improvement plan strategies.	☐ All staff has commitment to the school improvement plan and teams of staff members have the responsibility for successful implementation of the plan's strategies.	☐ The school improvement plan is activated through the formation of teacher teams and school-communitytaskgroups.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Minutes of School Improvement Plan development	☐ Committee membership
☐ Minutes of parent organization meetings	☐ Extent to which community is aware of school goals and supports them through organizational activities
☐ Surveys	☐ Extent of involvement in and commitment of all stakeholders to the school improvement plan

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Monitored Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.	☐ The school leadership has the primary responsibility for the monitoring of the school improvement plan strategies and do so without input from the rest of the staff.	☐ School leaders and appointed committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan.	☐ Each semester, staff committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan. ☐ Members of the action teams implementing the specific goals and strategies contained within the school improvement plan, are provided data that annually results in adjustments to the strategies being employed.	☐ Staff committees closely monitor over-all results of the school improvement through an on-going analysis of the data informing the plan. ☐ Members of the action teams implementing the specific goals and strategies contained within the plan take the responsibility for monitoring the success of their individual team goals and adjust strategies accordingly.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ School Improvement plan and process employed in its development	☐ Frequency of review and adjustment of the plan; timelines in place to reflect monitoring of strategies and activities; data that is gathered to measure success toward goals
☐ Lesson plans	☐ Demonstration of adjustment of lessons based upon feedback from school improvement plan
☐ Minutes of action teams	☐ Details of monitoring process

NOTES

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 3: OPERATIONAL AND RESOURCE MANAGEMENT

School leaders organize and manage the school to support teaching and learning.

BENCHMARK A: RESOURCE ALLOCATION

School leaders allocate resources in alignment with the vision, mission and educational goals of the school.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Human Resources The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.	☐ School leaders rarely change how human resources are allocated and used. They tend to base their decisions on staff satisfaction, political issues and tradition.	☐ Although school leaders have tended to make few staff changes from year to year, they are in the process of realigning human resources to address the school's vision, mission and educational goals.	☐ School leaders base their allocation of human resources primarily upon data that demonstrates the contribution the resource makes to the student achievement goals.	☐ The improvement of student achievement is the primary determinant of the allocation of human resources. Data is gathered on a continuous basis that informs decisions to reallocate these resources.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ District strategic plan; Schoolmatters.com report; Registry of Educational Personnel (REP) report	☐ Description of allocation of human resources
☐ Class / course offerings	☐ Comparative offerings per semester
☐ Meeting minutes	☐ Discussions regarding human resource allocation

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Fiscal School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals.	☐ Fiscal resources are divided equitably across the school but their direct impact on student achievement is not taken into account.	☐ School leaders take student achievement into account when determining the allocation of fiscal resources.	☐ The improvement of student achievement is the primary determinant of the allocation of fiscal resources. Data is gathered on a yearly basis that informs decisions to reallocate these resources and decisions on fiscal resource allocation are made at least yearly. ☐ There is an on-going effort to seek supplemental funds, monetary contributions to support efforts to improve student achievement.	☐ The improvement of student achievement is the primary determinant of the allocation of fiscal resources. Data is gathered on a continuous basis that informs decisions to reallocate these resources and decisions on fiscal resource allocation are made at least every semester. ☐ There is an on-going effort to seek supplemental funds, monetary contributions and various grants that address the goals of the plan and the a system is in place to assure that the use of these supplemental funds aligns with the goals of the school improvement plan.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ District strategic plan; District annual audit report; District annual budget; Schoolmatters.com report; financial information database reporting (FID)	☐ Extent to which fiscal resources align with teaching and learning goals
☐ External funding sources	☐ Comprehensiveness of sources and alignment with teaching and learning goals
☐ School improvement plan	☐ Listing of fiscal resources aligned with school improvement goals

NOTES

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Equipment and Materials Decisions regarding equipment and materials are made by the individuals who use them. These committees base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.	□ The allocation of equipment and materials is based on the past use by the staff. Staff members currently using the materials express ownership to them.	□ Equipment and materials are divided equitably across the school by school leaders. Individuals using them are encouraged to share with colleagues. □ School leaders make the decision on the purchase of new or the discarding of outdated equipment and materials.	□ School leaders decide on the purchase or discarding of equipment and materials with input from those individuals affected by the decision. □ The sharing of equipment and materials is the responsibility of those staff members currently using them.	□ Decisions made to purchase new and discard outdated equipment and materials are made by the group of individuals who use them after careful consideration of the impact on school goals. □ School leaders have established a guideline that entrusts the responsibility for sharing of equipment and materials to the staff. There is open communication and collaboration among the staff as allocation decisions are made based on the teaching and learning goals. □ A process is in place to assure that all students have equitable access to quality, developmentally appropriate and free-from-bias instructional resources.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ District strategic plan; district annual budget; Schoolmatters.com report	□ Extent to which equipment and materials are aligned to support teaching and learning

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Time Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders develop the weekly schedule with a high priority placed on collaborative team planning time within the school day.	□ The school schedule has been designed based upon tradition. Convenience for adults is the primary driving force in the allocation of time at the school level.	□ Staff is aware of the importance of efficient use of time and its impact on student achievement. They are beginning to address the importance of looking at the use of time beyond their own instructional programs.	□ School leaders use data to make decisions on time allocation. □ A high priority is placed upon designating common collaborative team planning time during the school day and every attempt is made to provide this.	□ School leaders base all of their decisions on the allocation of instructional time on data gathered from the school improvement plan and related research. □ School leaders assure that staff has common collaborative team meeting time built into the weekly schedule. Agendas are written and followed to assure this time is used efficiently. □ Data is gathered on a regular basis on the effectiveness of meetings and activities that involve staff planning time and school leaders make a continuous effort to assure that this time is spent in an efficient and productive manner. □ Time issues that are barriers to student learning are identified and reduced or eliminated.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ School schedule; school calendar	□ Coherence of school schedule and calendar with school improvemnent plan
□ District strategic plan	□ Alignment of school schedule and classroom instructional time with district goals
□ School improvement plan	□ Goals related to time use or time allocation

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
5. Space There is school-wide recognitionthatspace is shared for the benefit of instruction and to support the teaching and learning goals. Space is seen as a tool for providing relevant and meaningful instruction.	☐ Space is primarily territorial and space allocation is based upon "ownership" by staff currently occupying the space.	☐ Some staff members see space as a key compnent of instruction and use it in flexible ways depending on their instructional objectives.	☐The majority of instructional staff see space as a key compnent of instruction and use it in flexible ways depending on their instructional objectives, ☐School leaders have a process in place to review current space usage based upon instructional goals.	☐ Instruction occurs both within and beyond the school walls. ☐All instructional staff see space as a key component of instruction and use it in flexible ways depending on their instructional objectives. ☐ As the result of staff recommendations, space is allocated flexibly based upon instructional goals.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Facilities plan; district strategic plan; master schedule; School Infrastructure Database Report (SID)	☐ Connection between the allocation of space at the school and the school/district strategic plan
☐ Observational protocols	☐ Description of use of classroom space across the school

NOTES

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 3: OPERATIONAL AND RESOURCE MANAGEMENT

School leaders organize and manage the school to support teaching and learning.

BENCHMARK B: OPERATIONAL MANAGEMENT

School leaders develop, implement and/or monitor policies and procedures for the operation of the school.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. State and Federal School leaders assure that state and federal mandates are adhered to, updated and communicated to all stakeholders.	☐ The school principal has the responsibility for implementing and monitoring state and federal mandates.	☐ An appointed group of staff members have the responsibility for developing, implementing and monitoring state and federal mandates, regulations and rules.	☐ School leaders collectively review and plan for development, implementation and monitoring of state and federal mandates, regulations and rules on a yearly basis.	☐ A process is in place that assures school leaders collectively review and plan for development, implementation and monitoring of state and federal mandates, regulations and rules on a regular basis. ☐ State and federal mandates are communicated to all stakeholders.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Consolidated Grant Report; Section 31A Report; Annual Report; documentation of all compliance reporting	☐ Ways and methods state and federal-level mandates, regulations and rules are implemented; efficiency and consistency with which mandates and regulations are implemented
☐ School communications	☐ Documentation of clear communication of mandates to all stakeholders

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. District School leaders collectively assure that all new and existing Board and district level policies are adhered to and/or implemented.	☐ The principal relies on reminders from the district to implement local Board and district level procedures and policies.	☐ The principal reviews and plans for development, implementation and monitoring of local Board policies and district level procedures on a consistent basis.	☐ School leaders collectively review and plan for development, implementation and monitoring of local Board policies and district level procedures on an as-needed basis.	☐ A process is in place that assures school leaders collectively review and plan for development, implementation and monitoring of local Board policies and district level procedures on a regular basis. ☐ School leaders form ad hoc committees as necessary to implement new or existing Board policies and district procedures.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Annual report; Board meeting minutes	☐ Description of system in place and extent of monitoring of local Board policies and district-level procedures

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. School School leaders assure that school policies and procedures are adhered to, updated and communicated to all stakeholders.	☐ The principal develops all school-level policies, procedures and mandates and is responsible for assuring that they are adhered to.	☐ An appointed group of staff members have the responsibility for developing, implementing and monitoring school level ploicies, procedures and mandates.	☐ School leaders collectively design, implement and monitor school-level policies and procedures as well as monitor all required state and federal regulations and building-maintenance standards on a periodic basis. ☐ School leaders communicate with stakeholders when necessary to provide information and receive feedback regarding school-level policies and procedures and state and federal regulations. ☐ School leaders depend on custodial staff to alert them to any violations of buildingmaintenance standards.	☐ A system is in place that assures school leaders collectively design, implement and monitor school-level policies and procedures. ☐ School leaders have developed a two-way communication system with stakeholders to provide mutual and frequent feedback regarding all policies and procedures.. ☐ School leaders meet with custodial staff on a regular basis to assure that all buildingmaintenance standards are being adhered to. ☐ School leaders form ad hoc committees as necessary to implement new or existing Board policies and district procedures.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ School Improvement Plan; Annual Report; School Infrastructure Database Report (SID)	☐ Extent to which school leaders design, implement and monitor school-level policies and procedures; extent to which school meets all required state and federal regulations and building maintenance standards
☐ School communications	☐ Extent to which school communicates to stakeholders school level policies and procedures and communications in place that allow the school to receive feedback on these policies and procedures

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 1: PERSONNEL QUALIFICATIONS
School/district staff qualifications, knowledge and skills support student learning.

BENCHMARK A: REQUIREMENTS
Staff meet requirements for the position held.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Certification / Requirements The qualifications of the faculty and staff meet or exceed the state and district certification requirements in the content areas and the instructional levels. Faculty and staff are recruited to enhance the capacity of the school to achieve its goals.	☐ Most classes are taught by certified teachers.	☐ Most classes are taught by certified teachers and the school is in the process of providing certified teachers for all classes taught.	☐ The qualifications of all permanent staff meet state and district certification requirements in the content areas and grade levels. ☐ The majority of teachers are working toward National Board Certification.	☐ The qualifications of all staff meet state and district certification requirements in the content areas and grade levels. ☐ The majority of the teachers are Nationally Board Certified or are in the process of being certified. ☐ A process exists to hire staff whose qualifications match the identified needs of the student population.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Audit of teacher credentials	☐ Extent to which staff meet certification and licensure requirements
☐ Teacher candidate interview notes	☐ Questions designed to match the needs of the student population with new staff

NOTES

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. NCLB (Highly Qualified) The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff.	☐ The majority of instructional staff are certified as Highly Qualified under NCLB in any area in which they teach.	☐ Most instructional staff are certified as Highly Qualified under NCLB in any area in which they teach. ☐ Any permanent staff not considered Highly Qualified under NCLB are in the process of obtaining this certification. ☐ The school/district is in the process of putting a program in place to attract and retain highly qualified teachers.	☐ All instructional staff are certified as Highly Qualified under NCLB in any area in which they teach. ☐ The school/district makes consistent attempts to attract and retain highly qualified teachers.	☐ All instructional staff are certified as Highly Qualified under NCLB in any area in which they teach. ☐ The school/district has a comprehensive program in place to attract and retain highly qualified teachers.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Audit of teacher credentials	☐ Percentage of staff certified as Highly Qualified
☐ District promotional hiring materials	☐ Description of district promotions to attract new teachers

NOTES

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 1: PERSONNEL QUALIFICATIONS
School/district staff qualifications, knowledge and skills support student learning.

BENCHMARK B: SKILLS, KNOWLEDGE AND DISPOSITIONS
Staff has the professional skills to be effective in their positions.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Content Knowledge Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.	☐ Staff are frequently required to teach outside their area of content knowledge. ☐ Staff do not have discretion in the choice of professional development activities.	☐ The majority of teaching staff demonstrate competency in their content area and/or grade level through their individual teaching practices. ☐ Most staff members update their content knowledge through accessing professional development opportunities.	☐ All teaching staff demonstrate competency in their content area and/or grade level through teaching practices and staff collaboration. ☐ Staff members attend periodic staff development offerings to enhance their content knowledge and frequently apply the new knowledge in classroom practice.	☐ All teaching staff demonstrate through teaching practices and collaborative staff interactions that they have extensive knowledge within their content area and/or grade level. ☐ Staff members are requested as consultants by educators from other schools and districts. ☐ Staff members frequently update their content knowledge through accessing a variety of professional development opportunities and demonstrate that they are consistently applying the new knowledge in the classroom.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Professional development plan and records	☐ Professional development focusing on content knowledge based on needs assessment of teachers; information made available to teachers for distance learning
☐ Observational protocols	☐ Extent to which teachers demonstrate expertise in their content area/ grade level; demonstration of knowledge derived from professional development
☐ Teacher resumes	☐ Description of leadership roles taken with other staff and other districts or local / national professional organizations

NOTES

	SCOPE OF PRACTICE			
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Communication All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.	□ Communication between staff and parents occurs primarily through parent/teacher conferences and traditional parent/teacher organization events.	□ Individual staff members have the skill to communicate effectively with students, parents and colleagues and take responsibility for this communication. □ Communication within instructional levels occurs periodically.	□ Structures are in place that provide frequent opportunities for students and parents to communicate directly with instructional and administrative staff. □ Parents and students receive regular written communicationsfrom the school. □ Staff training has been provided and staff communicates on a regular basis with others at their instructional level. Periodic communication also occurs across grade levels and/or departments.	□ The school has a variety of structures in place that provide frequent opportunities for students and parents to communicate directly with instructional and administrative staff. □ Written communications from the school and individual staff members to parents and students occur frequently and these communications are viewed as effective by their intended audience. □ All staff has received training in and/or can demonstrate that they are able to communicate effectively with a culturally and linguistically diverse population. □ Structures are in place to assure that staff communicates regularly within and across grade levels and content areas. Training has been provided to all staff in effective team communication strategies.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Classroom, building and district newsletters; web page information and Email listservs; teacher phone calls and Emails to parents	□ Demonstration of accuracy and frequency of communications
□ Communications inviting parents to school events	□ Frequency of events focused on parent and student communication
□ Professional development plan	□ Training focused on communication
□ Surveys	□ Staff and parent perceptions of effectiveness and frequency of communications; attitudes toward school communications among culturally and linguistically diverse populations

NOTES

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. School/ Classroom Management All staff agree that behavioral management is a top priority for the school. The entire school community is aware of and understands the school's behavioral management plan which has been developed with extensive input from stakeholders.	☐ The school's code of discipline is not reviewed on a regular basis. It tends to be punitive and offers few opportunities for students to learn from the situation. The code is imposed on the students and is inconsistently enforced.	☐ A school-wide behavioral management plan is in place. Staff is working toward enforcing the plan in a consistent manner. ☐ Each teacher has a separate behavioral management plan within the classroom.	☐ A school-wide behavioral management plan is in place and enforced in a consistent manner. ☐ All staff members have clearly established routines and behavioral expectations within their classrooms. ☐ School staff have agreed that consistent enforcement of the school's behavioral management plan is a school-wide goal.	☐ With extensive staff input, the school has developed and enforces a school-wide behavioral management plan that supports students' understanding and internalization of the importance of the stated norms, rules and expectations for behavior. ☐ All staff members have clearly established routines and behavioral expectations within their classrooms that are consistent with the school-wide plan and consistent across classrooms. ☐ There is common agreement among staff members, students and parents, that the school-wide behavioral management plan is fairly and consistently enforced.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Professional development plans	☐ Teacher workshops on student engagement and discipline
☐ District policies and procedures	☐ Procedures governing student behavior; classroom rules and policies

NOTES

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Collaboration Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff have the skill to be effective collaborators and value the contribution that collaboration makes to student success.	□ The extent of collaboration at the school is dependent upon the initiative of individual teachers and/or grade levels or departments. □ While some staff employ strong collaborative skills, others either do not have these skills or do not choose to collaborate.	□ Teachers collaborate at grade levels and/or departments. □ While some staff have had collaborative skill training, collaboration is not the primary mode of decision-making or professional development.	□ A common mode of decision-making and professional development at the school is through collaborative teams. □ The majority of staff members have participated in professional development designed to enhance their collaboration skills.	□ The primary mode of decision-making and professional development at the school is through collaborative teams within and across grade levels and departments. □ All instructional staff are skilled in collaborative techniques including decision-making skills, managing conflict, stages of team dynamics, providing constructive feedback and group maintenance skills.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Team meeting agendas and minutes	□ Evidence of collaboration and collaborative decisions
□ Professional development schedule	□ Extent to which professional development is collaborative and occurs on a regular basis

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
5. Student-Centered Instruction at the school is student-centered. Staff view each student in a holistic manner and teach to individual learning styles, interests and cultural backgrounds.	☐ Some staff members at the school demonstrate student-centered practices but the primary emphasis at the school is on teaching content.	☐ Some staff members employ some of the following student-centered instructional strategies: providing meaningful and relevant activities; demonstrating high expectations for all students; differentiating instruction; conducting authentic assessments and displaying cultural sensitivity.	☐ Most staff members demonstrate their application of student-centered instruction through several ways in the classroom such as: providing meaningful and relevant activities; demonstrating high expectations for all students; differentiating instruction; conducting authentic assessments and displaying cultural sensitivity. ☐ The majority of staff teach in a holistic way. They demonstrate that they take into account the cognitive, social, emotional and physical needs of each individual.	☐ All instructional staff members demonstrate their application of student-centered instruction through a variety of ways in the classroom including: providing meaningful and relevant activities; demonstrating high expectations for all students; differentiating instruction; conducting authentic assessments and displaying cultural sensitivity. ☐ All staff teach in a holistic way. They demonstrate that they take into account the cognitive, social, emotional and physical needs of each individual.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Policies and procedures manual	☐ Description of policies that emphasize student needs as the priority
☐ Survey	☐ Extent to which teachers report that administrators provide time for planning and equipment and materials for instruction
☐ Observational protocol	☐ Description of teaching practices that demonstrate student-centered instruction

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
6. Technology All staff are skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.	☐ Technology use is beginning to become an important tool for instructional use. Staff members are developing the necessary skills to effectively employ technology in their instructional practice.	☐ Most staff members have a basic understanding of the use of technology for purposes such as: accessing student assessment data; communicating with parents and students and; designing curricula and assessments. ☐ Some instructional staff members understand and can employ basic technology applications such as word processing, and spreadsheets and can assist their students in accessing the internet for instructional purposes.	☐ All staff employ technology for particular purposes such as: accessing student assessment data; communicating with parents and students and; designing curricula and assessments. ☐ All staff members understand and can employ basic technology applications including word processing, and spreadsheets. ☐ Instructional staff are able to assist their students in accessing the internet for instructional purposes.	☐ All staff employ technology in their daily practice for a variety of purposes including accessing student assessment data, communicating with parents and students and designing curricula and assessments. ☐ Instructional staff members assist their students in learning technology applications including presentation software, spreadsheets and word processing programs. ☐ Instructional staff use technology in multiple ways to achieve their instructional goals.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Observational protocols	☐ Utilization of programs to support instructional technology; extent to which teachers employ technology for a variety of uses and in a variety of contexts
☐ Professional development plan	☐ Description of ongoing professional development supporting the use of technology

NOTES

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 2: PROFESSIONAL LEARNING
Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

BENCHMARK A: COLLABORATION
Professional development is conducted with colleagues across the school/district on improving staff practices and student achievement.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Staff Participates in Learning Teams Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.	☐ The school encourages teachers to meet to discuss professional development experiences but common time is not built into the school schedule.	☐ Teachers from the same department or grade level have the opportunity to meet periodically to collaborate around common professional development experiences.	☐ Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education) meet periodically to collaborate around context-embedded professional development.	☐ Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education) meet weekly to collaborate around context-embedded professional development. ☐ Professional develop-ment initiatives are enhanced through constructivist practice including action research, peer study groups and demonstration classrooms within the school. ☐ The highest priority of the school is in the maintenance of consistency in both the time and membership of collaborative teams.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Team meeting agendas and minutes	☐ Description of collaborative practices occurring within and across grade levels and content areas
☐ Professional development schedule	☐ Evidence of regularly-scheduled professional development opportunities
☐ Survey	☐ Teacher reports of variety of opportunities for context-embedded professional development; teacher reports of coaching/mentoring opportunities
☐ Common Planning Time Schedule	☐ Documentation of scheduling of planning time for teacher teams
☐ Professional Development Plan	☐ Demonstration of implementation strategies that incorporate collabotation such as coaching/mentoring, action research or peer study groups

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Staff Collaboratively Analyze Student Work Staff continuously collaborate to adjust instruction based on on-going student performance.	□ Student work is analyzed primarily by the individual teacher who works with that student.	□ The analysis of student work occurs primarily by school improvement teams for the purpose of informing the school improvement plan.	□ Teacher teams within grade levels or content areas meet periodically to analyze student work to enhance the achievement of individual students as well as analyze and improve the instructional program.	□ Teacher teams within grade levels or content areas meet on a weekly basis to analyze student work to enhance the achievement of individual students as well as analyze and improve the instructional program.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Meeting minutes	□ Description of collaborative analysis of student work; extent to which staff discusses student progress and required revisions in instruction
□ Lesson plans	□ Description of lessons revised based upon analysis of student work and progress

NOTES

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 2: PROFESSIONAL LEARNING

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

BENCHMARK B: CONTENT AND PEDAGOGY

Professional development at schools/districts emphasizes both content and pedagogy of teaching and learning.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Uses Best Practices Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.	☐ Professional development initiatives are controlled from the district level with limited input allowed from the individual school site.	☐ Professional development initiatives follow from the school improvement plan with limited input from staff members and there is little connection from one initiative to the next.	☐ All professional development activities are based on current research and best practices. ☐ Professional development is driven by district standards and student data and focuses on both content and pedagogy.	☐ All professional development, driven by district standards and student data, is based on current research and best practices and has been shown to demonstrate effectiveness in classroom application. ☐ The school offers on-going opportunities for staff to acquire and apply interrelated long-term professional development content to practice. ☐ Professional development initiatives train teachers to integrate core skills (for example, literacy, mathematics and higher order thinking) into all content areas.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Meeting agendas and minutes	☐ Documentation of discussions of instructional practices
☐ Observational protocols	☐ Demonstration of on-going use of instructional practices discussed during collaborative meeting time
☐ Surveys	☐ Extent to which staff reports integration of professional development strategies into classroom practice in core content areas

NOTES

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Applies Curriculum Content Curriculum content is a key component of professional development. Staff participation in professional development results in improved delivery of the curriculum content.	☐ Due to the disjointed nature of professional development initiatives, staff members frequently do not have the opportunity to focus on curriculum content.	☐ Teachers are provided opportunities to expand their content knowledge through professional development opportunities but follow-through regarding the results of these opportunities is dependent on individual initiative.	☐ Professional develop-ment expands on a teacher's understanding of the classroom content and it provides ongoing support to increase the teacher's ability to deliver the content..	☐ Professional develop-ment provides opportunities for teachers to become immersed in the content in a way that provides them a deeper understand-ing and results in documented changes in the curriculum and its delivery.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Unit plans; Observational protocols	☐ A description of how the Michigan Curriculum Framework and the Grade Level Content Expectations are being taught
☐ Survey	☐ Extent to which professional development is perceived as improving the delivery of curriculum

NOTES

	SCOPE OF PRACTICE			
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Induction / Mentoring / Coaching To enhance the quality of instruction at the school, each new staff member participates in an extensive induction program prior to the beginning of school. A mentor/ coach with common responsibilities is assigned to each new staff member and maintains a mentoring relationship over time.	□ New staff meet with the principal prior to the start of school. □ The school is in the process of designing a mentoring program.	□ New staff receive a day-long orientation prior to the start of school. □ New staff are assigned a staff member who of answers any questions the new staff member may have.	□ A structured induction program for all new instructional staff lasts three or more days and occurs prior to the formal teaching experience. □ Each new staff member is assigned a mentor chosen from the experienced teachers at the school. Mentors serve as coaches for new staff for at least a three year period. Mentors provide modeling of instruction and feedback on the mentee's instructional practice.	□ A structured induction program for all new instructional staff lasts a week or longer and occurs prior to the formal teaching experience. □ Each new staff member is assigned a job-alike mentor chosen from the experienced teachers at the school. □ A comprehensive professional development program provides on-going training for the mentors in curricular content as well as interpersonal skills. □ The mentors are organized into support networks to enhance their mentoring skills.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ New teacher orientation materials	□ Description of induction and mentoring program
□ Survey	□ Value that new and experienced teachers place on the induction/ mentoring program

NOTES

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 2: PROFESSIONAL LEARNING
Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

BENCHMARK C: ALIGNMENT
School/district professional development is needs-based, aligned, job-embedded, and results-driven.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Aligned Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.	☐ The majority of the professional development decisions are based upon the needs or desires of teachers or the principal. Little attention is paid to the standards and benchmarks under which the school is supposed to operate.	☐ Although there is an effort to align professional development initiatives to school improvement planning and district initiatives, sometimes the needs of individuals and/or groups of staff members frequently take precedence.	☐ A committee of staff members from across the grade levels and content areas has been formed to assure that professional development is directly linked to the school improvement plan, district initiatives and the Michigan Curriculum Framework.	☐ All professional development experiences are aligned with the Michigan Curriculum Framework, district initiatives and the school improvement plan.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Records and reports of curriculum committees	☐ Documentation of the cycle of curriculum review and discussions of alignment of curriculum with the Michigan Curriculum Framework and the Grade Level Content Expectations
☐ Documentation of professional development initiatives	☐ Description of the extent and types of self-determined professional development that is occurring
☐ School Improvement Plan	☐ Inclusion of professional development initiatives and their relationship to the student achievement goals in the plan

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Job-Embedded Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.	☐ Professional development activities are seen as "events" and tend to be isolated, whole-group training sessions with no systematic follow-up support.	☐ Professional development initiatives are focused primarily on the district agenda. ☐ Although no formal structures to follow up on professional development are in place, teachers are encouraged to apply their learning and share the outcomes with colleagues.	☐ The professional development is tied directly to the enhancement of curriculum and teaching practices. ☐ The school encourages teachers and other staff to provide training to their peers in order to provide relevant and meaningful in-house professional development. ☐ Professional development initiatives take into account the diversity of staff experience, backgrounds, areas of expertise and teaching assignments.	☐ Integrated, structured and extensive opportunities for staff to pursue professional development are part of the regular school schedule. ☐ The school provides relevant, job-embedded professional development such as: coaching (peer and/or expert), facilitated study groups and action research. ☐ The professional development initiatives are widely varied and include opportunities for participation of all adults whether certified or non-certified.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Professional development plans and descriptions	☐ Description of opportunities experienced by teachers to study new instructional, assessment or classroom management techniques and strategies in their classrooms and their interaction with peers and other support personnel around these opportunities; professional development delivery options including modeling and demonstration
☐ Professional Development Logs	☐ Description of activities that demonstrate involvement in job-embedded professional development
☐ School Improvement Plan	☐ Description of professional development initiatives and their job-embedded nature

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Results-Driven Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program and the impact on student achievement,	☐ Professional development initiatives are primarily district-driven. Although the professional development activities are formally evaluated, the results of the evaluations have little or no impact on future professional development initiatives.	☐ Professional development initiatives are aligned with the school improvement plan. ☐ Formal evaluations of the initiatives are conducted upon their completion and the results of these evaluations are considered for future professional development.	☐ The professional development evaluation results are used to determine the level of support that is needed, the type of follow-up activities and any future plans. ☐ A comprehensive evaluation plan for professional development is in place and includes an assessment of effective implementation, the impact on teacher practice and positive changes in student achievement.	☐ The evaluation of the professional development initiatives are ongoing and embedded within the structure of the particular initiative. Individual teachers and teacher teams analyze the results of the initiative based upon changes in teaching practice. ☐ A continuous improvement cycle is the foundation of all professional development initiatives. Results are continually analyzed by individual teachers and teacher teams based upon changes in instructional practice and student achievement.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ School improvement plan	☐ Role of data analysis in strategies to improve student learning; frequency and comprehensiveness in data-gathering and extent to which data is analyzed to monitor student progress
☐ Survey	☐ Reports of the value placed upon and the attitudes toward the relationship between student achievement and professional growth
☐ Professional development plan	☐ Role that evaluation plays in analysis of the effectiveness of professional development and its impact on student achievement

STRAND IV: SCHOOL AND COMMUNITY RELATIONS

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

STANDARD 1: PARENT/FAMILY INVOLVEMENT

Schools actively and continuously involve parents and families in student learning and other school activities.

BENCHMARK A: COMMUNICATION
School/parent/family communications are two-way, ongoing and meaningful.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Methods The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going and meaningful communication methods.	□ Communication between parents/ families and the school is dependent primarily on individual teachers. □ The school uses the traditional quarterly reporting period to communicate about student progress and curricular expectations.	□ The school employs a few basic strategies to communicate with its parents/ families. □ The primary focus of school communication is one-way - from the school to the parents/ families. □ There are limited school-wide efforts to communicate with parents/families. The primary mode of communication is through the individual classroom teacher. □ The school provides parents with important school and district policies and procedures.	□ The school uses several strategies to facilitate communication with its parents/families. □ The school has in place a system of two-way, ongoing parent/ family communication to share and gather information periodically throughout the year. □ The strategies employed to communicate with parents are reassessed on a regular basis. □ The school and individual teachers frequently communicate and articulate information that is related to student progress and approved curriculum.	□ The school uses a variety of strategies to facilitate communication with its parents/families paying particular attention to the economic and cultural diversity of its population. □ The school has in place a system of two-way, ongoing parent/ family communication that uses multiple methods to share and gather information frequently throughout the year. □ The school is continually assessing the quality and impact of its parent/family communication system and adjusting the system in response to the data. □ The school, as well as individual teachers, frequently communicate with parents/families and articulate information that is related to student progress and approved curriculum.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ School/district websites; local cable TV channels; newsletters; brochures; voice message service	□ Data gathered from these sites: surveys; usage patterns; content of print material
□ Surveys	□ Results of parent/community communication;
□ Local newspaper	□ Articles that include information about the school; advertisements
□ Methods of ELL parent/student communication	□ Use of interpreters; newsletters in native languages; provision of transportation to school events
□ List of parent support mechanisms	□ Provision of transportation to school events; childcare; advocates
□ School committee membership lists	□ Number of parents on committees
□ Student progress reporting system	□ Evidence of varied methods to report student progress

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Diversity The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status and belief system. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.	☐ Any communication that takes into account the diversity of the parents and families is dependent on the initiative of individual staff members.	☐ The school makes an effort to communicate with parents and families at traditional school functions such as parent/teacher conferences and PTO sponsored events.	☐ The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems.) These strategies and techniques facilitate open and direct two-way communication with these diverse families.	☐ The school employs a variety of communication strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems.) These strategies and techniques facilitate open and direct two-way communication with these diverse families. ☐ The school has a plan in place to assess the effectiveness of its communication system with all of its diverse populations. Changes are made to the strategies and techniques in place in response to the results of assessment.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ School/district communications/forms	☐ Extent to which writing is direct, avoids jargon and displays sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home
☐ Staffing	☐ Availability of bilingual staff and volunteers to communicate with parents during school events; availability of childcare for parent meetings and conferences
☐ Meeting schedule	☐ Extent to which meetings are held in a variety of convenient locations and times
☐ School calendar	☐ Demonstration of attempts to avoid scheduling conflicts with cultural/religious days of significance

STRAND IV: SCHOOL AND COMMUNITY RELATIONS

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

STANDARD 1: PARENT/FAMILY INVOLVEMENT
Schools actively and continuously involve parents and families in student learning and other school activities.

BENCHMARK B: ENGAGEMENT
Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Volunteering The school believes that an important aspect of maintaining purposeful, active, positive relationships with families is through opportunities to volunteer. The school relies on volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.	☐ Volunteer opportunities are limited to a few active parents, primarily through the parent/ teacher organization.	☐ Most volunteers are recruited by individual teachers to assist the teacher and work with individual students. Others serve as assistants at the school level to assist with clerical tasks or to assist in supervision of students.	☐ The school has an organized volunteer program in place. It provides a network of multiple volunteer opportunities that are utilized by the parents. ☐ A method to recruit volunteers that allows them to express a preference for the role they would play is in place.	☐ An organized and active program for parent volunteers serving in a variety of capacities is operational in the building. ☐ A system to recruit volunteers is in place that matches the abilities and interests of parents with a variety of volunteer opportunities. ☐ Teachers who request volunteers have equitable access to them. ☐ The school has an outreach program in place to assure that parents from traditionally underrepresented groups who need support to allow them to volunteer are provided this support.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Newsletters; Websites	☐ Advertisements for parent/community involvement
☐ Database	☐ List of volunteers and community partners
☐ Board Policy	☐ Description of policy regarding parent/community involvement
☐ Survey	☐ Questions that provide feedback for volunteering program efforts

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Extended Learning Opportunities The school is seen as a "learning organization" and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education as well as to reinforce and support their children learning at home.	☐ Parent/family involvement activities occur at the school on an infrequent basis. ☐ Communication about curriculum is provided primarily through traditional events such "Back-To-School Night" and parent/teacher conferences. Any additional communication occurs through notes, newsletters and other forms of written communication.	☐ Periodic school parent/family involvement activities occur at the school. ☐ Parents/families receive periodic information about their child's instructional program. ☐ The primary mode of assistance provided to parents of lower achieving students is through contacts with the classroom teacher. ☐ An event occurs at least annually focused on providing information to parents/families about their child's curriculum and instructional program.	☐ Periodic parent/family involvement activities occur at the school, some of which extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school. ☐ The school provides some opportunities for parents to learn how to improve their own skills and support their children's learning through classes, seminars, print material and direct contact with their child's teacher. ☐ Periodic opportunities are provided to parents/families to learn about their child's instructional program. ☐ Some assistance is provided to parents of lower achieving students to help them provide additional academic support and guidance for their children at home.	☐ School parent/family involvement activities are diverse, frequent and extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school. ☐ The school provides numerous opportunities for parents to learn how to improve their own skills and support their children's learning through classes, seminars, print material and direct contact with their child's teacher. ☐ Frequent opportunities are provided to parents/families to become knowledgeable about their child's instructional program. ☐ A targeted program is in place to help parents of lower achieving students provide additional academic support and guidance for them at home. ☐ A comprehensive volunteer training program to support student achievement is in place, organized and lead by parents.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Newsletters; websites; teacher print distributions	☐ Information on extended learning opportunities made available to parents; description of parent nights; opportunities for students to continue their learning at home; website that includes extended learning opportunities
☐ School committee participation lists and minutes	☐ Degree to which parents participate on school committees
☐ Invitations to meetings and programs	☐ Description of meeting locations and types of meetings held

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Decision-Making The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to assure that the demographics of parents in leadership roles represent the diversity of the school population.	□ The basic leadership role of parents is to participate in the parent organization. □ The parent organization serves primarily as a fund-raising organization at the school.	□ There is limited parent involvement on school improvement committees. □ The school makes an attempt to solicit feedback regarding important school decisions but no coordinated structures are in place for this purpose. □ The parent organization serves a variety of traditional roles at the school such as fund raising, classroom support and organizing school-wide activities.	□ Parents are members of school improvement committees and their feedback is solicited and welcomed. □ The school attempts to balance parent membership on committees to reflect the demographics of the student population. □ The parent organization has a designated role in the school that goes beyond the traditional role and includes some initiatives designed to improve student achievement.	□ The school provides a structure for parents to serve as liaisons and provide feedback to the school from the entire parent community. □ Parents serve in leadership roles on school improvement teams. □ The school makes purposeful efforts to ensure that the demographics of parent leadership reflects the diversity of the school population. □ The parent organization serves many important roles at the school. The organization works as a partner with school staff to enhance efforts to improve student achievement and over-all school success. The membership of the organization is reflective of the student population being served.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ School improvement committee list	□ Inclusion of parents
□ Parent organization committee membership	□ Number and diversity of parents involved
□ School/district curriculum and program committees	□ Extent of parent involvement on these committees
□ Parent organization Activities list	□ Diversity of roles served by the parent organization in enhancing student achievement

STRAND IV: SCHOOL AND COMMUNITY RELATIONS

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

STANDARD 2: COMMUNITY INVOLVEMENT

The community-at-large is supportive and involved in student learning and other school activities.

BENCHMARK A: COMMUNICATION
Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Methods The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with the community.	☐ The school has no organized system in place to communicate with and receive feedback from the community.	☐ The school employs a basic strategy of one-way communication with the community. Any additional contacts that occur are the result of individual staff initiative.	☐ The school uses several strategies to communicate with the diverse populations within the community. ☐ Some attempts are made to assess the quality and impact of the school's communication with the community.	☐ A variety of methods are used to communicate with the diverse populations within the community including but not limited to; businesses, educational institutions and community agencies. The methods are designed to keep the community informed and to solicit input. ☐ The school has a system in place to provide on-going assessment of the quality and impact of its communication with the community.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Flyers, websites, newsletters, billboards	☐ Resources of community services available to parents; calendar of events advertised; posting of PTO meetings and minutes
☐ Student work	☐ Examples displayed in community businesses
☐ Cable TV Channel; radio stations	☐ Board meetings televised; student programs played
☐ Walls of school	☐ Display of contribution of local businesses
☐ Project descriptions	☐ Description of service projects with local businesses

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Diversity In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.	☐ Any communication with diverse community organizations is dependent on the initiative of individual staff members.	☐ The school's communication to diverse organizations within the community is primarily one-way. Its community relations program provides periodic information on school activities to the community.	☐ The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems.) These strategies and techniques facilitate open and direct two-way communication with diverse community organizations. ☐ The school communicates with diverse community organizations through publicizing the accomplishments and the needs of the student population and inviting members of the organizations opportunities to participate in school activities.	☐ The school has a community relations program that takes into account language, culture, economic status and belief systems. ☐ The school regularly communicates with the diverse organizations located in the community. This program employs a variety of communication strategies and techniques based upon the diversity of the population. These strategies and techniques facilitate open and direct two-way communication with a variety of diverse community organizations. ☐ The school's community relations program provides frequent up-to-date information to the community on school activities as well as the accomplishments and the needs of the student population. ☐ The school has a system in place to assess the effectiveness of its communication system with all of its diverse organizations. Changes are made to the strategies and techniques in place in response to the results of assessment.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ School and district written communications and forms	☐ Extent to which print material avoids jargon and complex writing and demonstrates sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home
☐ Translation services	☐ Communication of contact information to appropriate parents
☐ Staffing at parent events	☐ Extent to which bilingual staff and volunteers are available to assist in translation during student enrollment, parent conferences and other parent communication events
☐ Meeting flyers	☐ Extent to which meetings are held in a variety of sites at a variety of times to facilitate participation of all parents; provision of child care
☐ School calendar	☐ Avoidance of scheduling conflicts with cultural/religions days of significance

STRAND IV: SCHOOL AND COMMUNITY RELATIONS

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

STANDARD 2: COMMUNITY INVOLVEMENT

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

BENCHMARK B: ENGAGEMENT

The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Business Community Collaboration between the school and various businesses takes many forms. The school partners with a variety of businesses to enhance the relevance of student experience and provide the school additional resources.	□ The school has limited contact with the business community. Occasionally, businesses will donate goods or services for fund-raising events.	□ The school partners with a select number of local businesses to share resources and to provide support to a limited group of students.	□ The school partners with a variety of businesses throughout the community to share resources and to support students' interests and aptitudes.	□ The school has an organized structure in place to communicate with businesses, to share resources and coordinate their involvement. Planned activities occur during and after school, on weekends and during the summer to support student, family and community learning.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Mailing list of school/district communications	□ Inclusion of businesses on mailing list
□ Mentoring program	□ Community members serving as mentors for students
□ Partnership list; database	□ Ongoing collaborative partnerships with the community; listing of speakers/community volunteers willing to share their knowledge and expertise
□ Program list and student schedules	□ Availability of job embedded work study and community service projects

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Educational Institutions Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these institutions enhance student achievement through their active involvement in the school and community.	☐ Although there is some involvement of at least one educational organization in the school it has been the result of individual initiatives rather than a coordinated school-wide effort.	☐ The school partners primarily with one educational institution or organization to supplement and extend learning opportunities for a select group of students.	☐ The school has entered into partnership with a few educational institutions or organizations to supplement and extend learning opportunities for some students. ☐ The school provides structures to allow parents, families and community members to access services from educational institutions.	☐ The school actively involves a variety of educational institutions and organizations in the educational process to supplement and extend learning opportunities for its students. ☐ In order to strengthen the learning opportunities of the families served by the school, structures are in place that provide regular opportunities for families and community members to access and be served by a broad array of educational institutions and other organizations.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Contracts	☐ Articulation agreements with institutions of higher education
☐ Student schedule; school event listing	☐ Availability of dual enrollment classes; conducting of special student events by local college
☐ Database or staff lists	☐ Involvement of college students in classrooms, school programs and projects
☐ Professional development documentation; staff resumes; databases	☐ Availability of resources from local higher education institutions in obtaining grants to provide professional learning for staff and extended learning opportunities

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Community Agencies Community agencies play a key role at the school in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.	□ The school provides mandated supports in health and social services. Any additional support is referred to outside agencies.	□ Student and family access to community agencies is focused on services and treatment and is available on an as needed basis. □ Community agency support to families and students is focused on services and treatment.	□ The school has established connections with some community agencies provide services and treatment as well as prevention and early intervention.	□ The school has established partnerships with community agencies to supplement comprehensive health and human services to students and families. □ Services provided by community agencies are culturally and linguistically appropriate.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ School records	□ Documentation of referrals and follow-up services provided by a variety of community agencies
□ Contracts, agreements	□ Collaboration between school/district and community agencies to provide priority services to high need students; offering of parenting workshops by various agencies
□ School schedule, calendar	□ Examples of screenings by the county health department; dental and health services/clinics available
□ Listings, databases	□ School social worker maintains a file of community agencies able to provide numerous resources for a variety of family needs

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Collaboration The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.	☐ The interactions between the school and community are limited to individual staff initiatives. ☐ Limited opportunities exist for students to access community resources and there is minimal involvement of the community within the school setting.	☐ Community members are accessed as learning resources on an as-needed basis. ☐ Although some students are provided relevant experiences in the community and the classroom, there is little coherence between those experiences and classroom instruction.	☐ Community members role in the instructional process is driven by the goals and objectives of the curriculum. ☐ Community members are included as partners in the school's focus on student learning though active classroom participation and membership on planning committees.	☐ The school forms sustained partnerships with various community organizations. It is continually seeking out new partners to act as mentors and advisors. ☐ Community members are directly involved in school improvement planning and community resources are integrated into the school improvement plan.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Survey	☐ Results of community survey and/or focus groups used in planning
☐ Communication system	☐ Existence of a system used for ongoing communication with community organizations
☐ Meeting minutes	☐ Documentation that school leaders including the superintendent meet with community leaders to solicit input and collaboration

NOTES

STRAND V: DATA AND INFORMATION MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 1: DATA MANAGEMENT

The school has policies, procedures and systems for the generation, collection, storage and retrieval of its data.

BENCHMARK A: DATA GENERATION, IDENTIFICATION AND COLLECTION
Schools have a process for the generation, identification and collection of student and school information.

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Purpose The purpose for all data generation, identification, collection and storage is planned, and clearly understood, by all stakeholders. The school is purposeful in implementing its data system and managing its data resources.	☐ The school uses data from a student information system (SIS). ☐ The school attempts to supplement the SIS data with other student data, such as standardized test results, to understand who their students are and how they are performing. ☐ Individual teachers collect data on student achievement in their classrooms.	☐ A data system has been designed and is being implemented to provide data on student achievement and demographics over time. ☐ The data system primarily supports principals and central office personnel. ☐ Teachers primarily have access to comprehensive data on students through data specialists, administrators or counselors. ☐ There is a multi-year plan being formulated to extend the data system to additional users and uses, especially teachers. ☐ Periodic discussions occur in the building regarding the purpose and use of student data system.	☐ Major users and uses of the data system have been clearly identified. ☐ The data system serves the needs of the school (and district) staff, including teachers, support professionals, principals, and central office personnel. ☐ Major uses have been considered in the design and implementation of the data system, especially support for teachers and instructional decision-making. ☐ Users and uses of the data system are reviewed and refined at least once a year. ☐ The purpose of the data system is clear to all users. ☐ The extent to which the data system meets the needs of all users is reviewed and system changes are made at least once a year. ☐ All staff are engaged in an active discussion about the purpose and use of data.	☐ A broad range of stakeholders has been considered in the design and implementation of the data system, e.g., teachers, principals, central office personnel, support professionals (i.e., guidance counselors, school psychologists, social workers, etc.) students and parents. ☐ Users and uses of the data system are completely and clearly defined. ☐ A broad range of uses has been considered in the design and implementation of the data system. ☐ Users and uses of the data system are regularly reviewed and refined as needed. ☐ The purpose of the data system is clear to all stakeholders/users. ☐ The extent to which the data system meets the needs of all users is regularly reviewed and system changes are made as needed. ☐ Stakeholders are involved in active dialogue about the purpose, users and uses of the data system and are part of the decision process regarding the data system.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Data system documentation	☐ Description of end users of system; data analysis reports (to item level); system for monitoring progress
☐ Survey	☐ Responses regarding input into the design of the data system; clarity of use of the system; extent to which the system meets individual needs
☐ Committee meeting minutes	☐ Decisions regarding the data system; staff discussions regarding data
☐ Assessment plan	☐ Description of assessments, purposes of assessments, and analysis of results

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Systematic There is systematic generation, identification, collection and storage of relevant data about the operation of the school, including its staff and students.	☐ The only data that is systematically entered into the data system is that required for various compliance reasons, such as attendance or grades.	☐ Some data is gathered and entered into the data system on a regular basis. ☐ Most regular data entry is done by a few key staff members. ☐ Other data is entered into the data system when a specific need is identified.	☐ The staff in the school know what data needs to be entered into the data system and how to do it, although this is not necessarily documented. ☐ Most data is entered into the system correctly and in a timely manner, but without regular oversight by staff members who have that responsibility. ☐ The school is using its data system to support its operations. ☐ Most of the staff support the data system as appropriate to their role.	☐ Defined/documented processes exist for all data required by the data system. ☐ Administrative oversight ensures that data processes are implemented in a timely, accurate manner. ☐ Generating, identifying, collecting and storing data is a routine part of how the school does business. ☐ Everyone in the school supports the use of the data system as appropriate to, and defined for, their role.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Survey	☐ Extent of support for the data system; effectiveness and timeliness of data collection processes; how and when data is collected; knowledge of data system
☐ Data system documentation	☐ Description of data processes
☐ School Improvement plan	☐ Description of data to be collected, process for collection and personnel responsible for collection

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Multiple Types The school collects and stores the data it needs to form an educationally relevant picture of the students and staff members as well as the school and its community.	☐ The data system contains primarily those student achievement data required by external mandates and the demographic data needed to disaggregate it as required.	☐ The data system contains the data needed to identify whether the needs of required groups of students are being met based on standardized test results and some locally generated data. ☐ There is some data about processes and/or perceptions, but it is not comprehensive and is collected infrequently and/or inconsistently.	☐ The data system contains the key data elements needed to understand student achievement patterns at the school. ☐ The data system has sufficient demographic and achievement data to adequately and appropriately analyze the achievement results in the school and identify whether the needs of individual students, or groups of students, are being met. ☐ The data system contains some of the data needed to identify effective practices and programs and target interventions for specific students.	☐ The data system contains all the data needed to understand student achievement patterns and provide relevant information about each staff memebr as well as the school and its community. ☐ The data system contains comprehensive data on demographics (static and variable characteristics of individuals), school processes (programs and practices), perceptions (attitudes and beliefs), and outcomes, including individual achievement results. ☐ The data system is able to identify the progress made by each student in achievement of the standards at any point in time. ☐ Both quantitative and qualitative data is collected as required by the needs of the school, its programs and improvement processes. ☐ The data system contains all of the types of data relevant for analyses.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Data system documentation	☐ Contents of data system; types of data collected; description of data available on each student
☐ School improvement plan	☐ Types of data gathered, description of how data is analyzed and results of that analysis

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Multiple Sources The school generates, identifies, collects and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses and supporting more accurate data-based decision-making.	□ The school relies on data from State and national tests (perhaps mandated by the district) and limits the use of comparable data from multiple sources to that provided, if any, by these tests.	□ The school identifies and collects multiple indicators for data used to make critical, high-stakes decisions, such as standards attainment, retention, summer school, or special program placement. □ There is a dialogue in the school about expanding the variety and sources of data, with attention to using various methods to collect comparable indicators.	□ The school identifies and collects multiple indicators of key data, such as student attainment of standards. □ The school utilizes a variety of data-gathering methods and instruments for its key data. □ Data is collected longitudinally and accurately tied to individual students where appropriate. □ Process and perception data is collected and put in the data system, but not generally from multiple sources or using different methods. □ There is an active discussion in the school that is moving the data system towards being more complete and useful.	□ The school intentionally identifies, collects and stores multiple indicators of all data where this is needed for subsequent analysis and decision-making. □ A variety of data collection methods and instruments are employed on a regular basis. □ Data is gathered in a way that will support comparability. All student data is accurately tied to individual students (except where this is not appropriate such as anonymous surveys). □ Data is routinely gathered over time to provide accurate longitudinal information.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Policies and procedures handbook	□ Description of processes used to gather data, types of collection methods employed and instruments used
□ Data documentation	□ Collection methods and instruments employed
□ Data arrays and student records	□ Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards
□ Administrative software	□ type of software used to collect and store data

NOTES

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
5. Technical Quality The school's data/ system has technical quality concerning integrity, consistency, appropriateness, timeliness, and comparability.	☐ The integrity of key demographic and achievement data is checked when unexpected results are encountered. ☐ The data/system is taken somewhat for granted; a dialogue about the technical quality of the school's data has not yet begun.	☐ Key demographic and achievement data in the system is routinely checked for integrity. ☐ The data system can accurately and uniquely identify individual students and correctly link key data to them over time. ☐ The technical quality/adequacy of other data is only considered superficially, such as the face validity of assessment instruments. ☐ Dialogue is beginning to occur in the school regarding the technical quality/adequacy of the data/system, but expertise is not yet generally used or sought in connection with this.	☐ Adequate attention is given to ensuring the integrity of all data entering the system. ☐ Longitudinal data is correctly linked to students over time. ☐ The reliability (consistency) of methods and instruments used to generate/gather key achievement data is examined. ☐ Evidence of content validity is sought for key achievement data. ☐ The data system is designed to allow for comparability of key data. ☐ Expertise (school, district, ISD or consultant) is occasionally utilized in examining and determining the technical quality/ adequacy of the data/ system.	☐ Defined/documented processes are in place and are followed to ensure the integrity of all data entering the data system. ☐ Longitudinal data is correctly linked to students over time. ☐ The reliability (consistency) of methods and instruments used to generate/gather data is routinely examined. ☐ Various sources of validity (appropriateness) relative to the use of data in the system are routinely considered, i.e., content, concurrent and predictive. ☐ The data system is designed to allow for comparability of data wherever possible. ☐ Expertise (school, district, ISD or consultant) is routinely utilized in examining and determining the technical quality/ adequacy of the data/ system.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ School policies and procedures	☐ Processes followed when entering data into the system
☐ Data system documentation	☐ Description of processes employed to maintain data integrity; sources and types of validity employed
☐ School improvement plan data	☐ Documentation of comparability of data and use of longitudinal data

STRAND V: DATA AND INFORMATION MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 1: DATA MANAGEMENT

The school has policies, procedures and systems for the generation, collection, storage, and retrieval of its data.

BENCHMARK B: DATA ACCESSIBILITY
The appropriate information and data is readily accessible.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Retrievable All authorized users have ready access to pertinent data and support is provided as needed.	☐ Most of the data in the system is not directly accessible by staff in the school. ☐ Schools are provided information as required by mandates. ☐ Information is available from a central office by special request, but only to limited parties, and only on a need-to-know basis.	☐ The data/system is accessible only from within the school. ☐ Teachers have access to some data, but much of the system is only accessible to administrators or guidance counselors. ☐ Limited support is available for users to access relevant data.	☐ There is an understanding in the school regarding appropriate and inappropriate access to data, and all staff adhere to this understanding. ☐ School and district staff, including teachers, have direct access to the data / system as appropriate for their use. ☐ Authorized users have appropriate direct access to all of the data they need, when and where they need it. ☐ District and/or school-based resources exist to help all users access and use the data/system.	☐ Written policies exist and are enforced regarding who may access the data system and what uses of the data are appropriate and inappropriate. ☐ A broad set of stakeholders have access to all data that are relevant and appropriate for their use. ☐ Authorized users have appropriate direct access to all of the data they need, when and where they need it. ☐ The school provides data to individuals and groups who are not authorized (direct) users upon request if/when appropriate. ☐ Support resources exist to help all users access and use the data/system. The school has developed internal expertise in the use/support of the system.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Survey data	☐ Reported ease of use of system by type of user
☐ Policies and procedures manual	☐ Description of procedures in place to access the data system and appropriate use of data within the system; accessibility of records within the system and description of how to gain authorized use of records; listing of personnel assigned to assist those requesting system access

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Security The data system provides for secure access to relevant data for authorized users and prevents unauthorized access.	☐ The data system has limited security. ☐ There is a single user identification and password that is shared by all users in the building. ☐ There is minimal attention paid to the unauthorized use of the system. ☐ The ability to edit/ change data is not as well controlled as it needs to be.	☐ Data security is regarded as important by users of the data system but explicit policies and procedures have not been discussed or developed. ☐ Access to the data system is secure, but there is a limited permission structure that controls what users can access. ☐ Attention has been given to making the data system secure against unauthorized use, but there is no guarantee that unauthorized persons cannot access the system. ☐ There is some control on the ability of users to change/edit data, but it is not as extensive as it needs to be.	☐ Data security is a priority and is taken seriously. ☐ Appropriate access is generally understood, but explicit procedures and enforceable policies are in the discussion stage. ☐ The data system is permission-based at the individual user level, involving unique user identification and password protection. ☐ The data system permits all authorized users secure access to all data for which they have permission while prohibiting their access to all data for which they do not have permission. ☐ The data system is reasonably secure against unauthorized access. ☐ The ability to input and/or edit/change data is defined and controlled through the permission system.	☐ Policies exist and are enforced regarding the security of the data system. ☐ The data system is explicitly permission-based at the individual user level, involving unique user identification and strong password protection. ☐ The data system permits all authorized users secure access to all data for which they have permission while prohibiting their access to all data for which they do not have permission. ☐ The data system is highly secure against unauthorized access. ☐ The ability to input and/or edit/ change data is very carefully defined and controlled through the permission system.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Survey data	☐ Descriptions of access to data system by various stakeholder groups; attitudes toward data security
☐ Data management system documentation	☐ Description of levels of access to the system; procedures in place to edit or change data

STRAND V: DATA AND INFORMATION MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 1: DATA MANAGEMENT

The school has policies, procedures and systems for the generation, collection, storage, and retrieval of its data.

BENCHMARK C: DATA SUPPORT
The system provides multiple types and sources of data.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Process Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.	☐ Staff are largely on their own when it comes to processes for using the data system. ☐ There has been some dialogue regarding collaborative use of data in the school, but it is not evident as a professional practice. ☐ The school lacks internal expertise in data management processes. ☐ Training in data management processes has not been provided to the staff, although some individuals may have attended workshops on their own.	☐ Some of the staff uses the data system through a set of loosely defined processes that allow them to access the data they need. ☐ Collaborative use of data is occurring in the school, but is not wide spread. ☐ A few school staff are investigating the possibility of expanding data management processes to meet their needs or assist colleagues or school committees. ☐ Little expertise in data management processes exists with the school. The school is dependent on outside help for most process issues. ☐ A little training has been provided on data management processes, but not much.	☐ Most of the staff uses the data system through a set of defined processes that allow them to access the data they need in a way that is useful on a regular basis. ☐ Collaborative use of data is an established process that is widely used in the school. ☐ Some school staff are engaged in expanding data management processes to meet the needs of the school. ☐ Some expertise in data management processes exists with the school, but the school is dependent on outside (district) help for many process issues. ☐ Training has been provided on data management processes and is repeated/updated occasionally.	☐ All staff in the school are engaged in the routine use of the data system through well-defined processes. ☐ Collaborative use of data is a well-established process that is an integral part of how the school functions. ☐ School staff are actively engaged in creating/expanding data management processes to meet their needs. ☐ A layered system of support for data management processes exists: •School staff receives ongoing training in processes for managing data. •Expertise exists within the school to support the staff in the use of defined data management processes. •Expertise exists within the district to support the school data experts and general staff use of the data system.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Agendas / minutes	☐ Extent to which meetings and discussions center around use of data and increasing expertise in its use; professional development initiatives centered around increasing expertise in data use and management
☐ Surveys	☐ Described expertise in and professional development experienced regarding data management

NOTES

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Tools Data management tools are provided and supported as part of the data system.	□ Access and use of the data system occurs in pre-defined ways. Additional tools are not included.	□ A limited set of data management tools is provided as part of the data system. □ All users have the basic tools needed to support their use of the data system. □ Basic training has been made available on the appropriate use of the key tools and some of the staff have received the training. □ Limited expertise exists within the school on the appropriate use of the basic tools. □ Additional expertise is available from outside the school on the use of the basic tools. □ The school has expressed an interest in new tools if they become available.	□ Some data management tools are provided as part of the data system. □ All users have the key tools needed to support their use of the data system. □ All users have been trained on the appropriate use of the key tools. □ Some expertise exists within the school on the appropriate use of key tools. □ Additional expertise is available from outside the school on the use of the key tools. □ The school is made aware of new tools as they become available. Training is available if requested along with support from outside the building.	□ A wide variety of data management tools are provided as part of the data system. □ All users have the complete set of tools needed to support their use of the data system. □ All users have been trained on the appropriate use of the tools relevant to their use of the data system. □ Expertise exists within the school on the appropriate use of each tool. □ Additional expertise is available from outside the school on the use of the complete set of tools. □ As new tools are developed they are made available to the school and training is provided.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Data Warehousing program, Test Wiz and other commercially or locally developed processes for storing data	□ Description of available tools
□ Professional development descriptions	□ Training on use of data system

NOTES

STRAND V: DATA AND INFORMATION MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 2: INFORMATION MANAGEMENT

The school/district staff collaborate to derive information from data and use it to support decisions.

BENCHMARK A: ANALYSIS AND INTERPRETATION
Staff use appropriate methods to examine data and collaboratively determine its possible meaning.

		SCOPE OF PRACTICE		
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Analysis Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.	☐ Limited data is analyzed to turn it into useful information, primarily to summarize. Some examination may take place. Dialogue about the use of data to predict and prevent is not yet evident. ☐ Analysis of data that has direct impact on instruction is limited. ☐ The effectiveness of programs and practices is not yet being analyzed based on data in the system. ☐ Standard analyses are limited to disaggregation of state and national test results by mandated demographics. ☐ Non-standard analyses are not being conducted. ☐ Although some staff members have skills in data analysis, one individual is responsible for data summation and interpretation. ☐ Staff members do not have regular opportunities to analyze data that compares targeted groups over time.	☐ Some of the data in the system is analyzed to turn it into useful information, primarily to summarize and examine. There is dialogue in the school about the use of data to predict and prevent, but such practice is not yet evident. ☐ Teachers are analyzing some data that has direct impact on their instructional decisions. ☐ The effectiveness of a few programs and practices is analyzed based on data in the system. ☐ A few standard analyses are repeated as new data becomes available. ☐ Only simple, non-standard analyses are conducted as unique questions arise. ☐ Some staff members have the ability to analyze and interpret multiple types of data.	☐ Somewhere within the school most of the data in the system is regularly analyzed to turn it into useful information that is used to summarize, examine, predict and prevent. ☐ Teachers routinely analyze the data that has direct impact on their instructional decisions. ☐ The effectiveness of major programs and practices is analyzed based on data in the system. ☐ Major standard analyses are repeated as new data becomes available. ☐ A few non-standard analyses are conducted as unique questions arise. ☐ The majority of instructional staff are skilled in the analysis and interpretation of multiple types of data.	☐ The entire school staff routinely analyzes the data in the system to turn it into useful information that is used to summarize, examine, predict and prevent. ☐ Instructional decision-making is universally based on the expert use of robust data. ☐ The efficacy of all programs and practices is routinely analyzed based on data in the system. ☐ Standard analyses are repeated as new data becomes available. ☐ Non-standard analyses are conducted as unique questions arise. ☐ All instructional staff are skilled in the analysis and interpretation of multiple types of data.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Data reports	☐ Description of data sources, types of disaggregation, time periods covered and how the data is arrayed
☐ School Improvement team meetings, staff meeting agendas / minutes	☐ Description of the role of data and data analysis in improvement of student achievement and school processes
☐ Surveys	☐ The role played by data analysis at the school, committee and individual staff levels
☐ Lesson plans	☐ Analysis of the role played by data in instructional practices

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Dialogue About Meaning The school community is engaged in dialogue about the meaning of the information derived from the analysis of their data.	☐ Some staff are curious about the use of data and may be advocating for conversations about its use and meaning. ☐ The examination of data, and dialogue about its meaning, is infrequent and usually within traditional structures, such as all-staff meetings. ☐ Collaborative conversations about the meaning of the information derived from the analysis of the school's data are rare. ☐ Most staff lacks the skills and knowledge to engage in meaningful dialogue about data. ☐ It may be uncomfortable to have difficult conversations about the meaning of school data.	☐ There is an interest among the teaching staff in talking about the meaning of the information derived from an analysis of the school's data. ☐ Staff is beginning to understand the need for a critical examiniation of their data; there is still a tendency to draw conclusions without considering alternative interpretations and seeking contrary perspectives. ☐ The examination of data and dialogue about its meaning occur most often in traditional structures such as grade level or departmental meetings. ☐ Some staff have the skills and knowledge needed to have difficult conversations about the meaning of data, but the ability to facilitate and participate in true dialogue is not yet widespread.	☐ There is a high level of acceptance at the school on the importance of data in decision-making ☐ Staff willingly participates in dialogue about the meaning of the information derived from the analysis of their data, and the entire school staff is regularly involved in this dialogue. ☐ Staff is learning to look at their data skeptically and not jump to conclusions. ☐ Staff is learning to evaluate their data effectively, making decisions based on the data after substantive conversation. ☐ All teachers, and many other staff, are engaged in collaborative teams that structure and facilitate the dialogue about the meaning of data. ☐ Staff has the basic skills and knowledge needed to engage in difficult dialogue about the meaning of data and the school is generally a comfortable place for such dialogue.	☐ The meaningful use of data is considered a professional cornerstone of the school. ☐ There is a constant dialogue in the school about the meaning of the information derived from the analysis of the school's data. This dialogue involves the entire school community and is an integral part of how the school functions. ☐ The dialogue about the meaning of data is deliberate and based on skeptical inquiry. Staff resists jumping to conclusions; contrary opinions are sought and alternative interpretations/ explanations are explicitly considered. ☐ Processes are in place, such as collaborative teams, to structure and facilitate the dialogue about the meaning of data. ☐ The dialogue about the meaning of data is safe: all staff have and use the personal skills and professional knowledge to engage in difficult conversations about the meaning of their data, especially the efficacy of their programs and practices as they relate to the results being obtained with their students.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Agendas/minutes from School Improvement staff and/or grade/course meetings	☐ Description of dialogue around data and data-based decision-making
☐ Agendas/minutes from Parent Advisory Council and/or Parent-Teacher Association, Board of Education meetings	☐ Description of discussion around data and data-based decision-making
☐ Surveys	☐ Staff and other stakeholder attitudes regarding data dialogues and data based decision making

STRAND V: DATA AND INFORMATION MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 2: INFORMATION MANAGEMENT

The school/district staff collaborate to derive information from data and use it to support decisions.

<u>BENCHMARK B: APPLICATIONS</u>

Data is used to inform school decisions including monitoring and adjusting teaching for learning.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Dissemination The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.	□ Information derived from the analysis and interpretation of the school's data is not widely shared, and is often on a need-to-know basis. □ Information is often not made available prior to, or in conjunction with, decisions that it leads to and/or supports. □ Attempts are made to solicit input on data-based decisions made at the school level.	□ The school is attempting to share internally the information and meaning derived from the analysis and interpretation of its data. □ Information is sometimes shared in advance of decisions, but not always. The information that has led to and/or supports decisions is usually shared within the school along with the decision.	□ The school goes beyond merely making data available to sharing the information internally. Occasionally, the information and meaning derived from the analysis is shared with the broader school community. □ Information is often shared internally, when possible /appropriate, in advance of decision-making. □ Inside the school, information is shared with the appropriate audience through a variety of report formats. □ Limited information is made available to stakeholders who are not authorized users of the data system.	□ The school goes beyond merely making data available to actively sharing the information and meaning derived from its analysis and interpretation with the broader school community whenever possible/appropriate. □ Information is always shared, when possible/ appropriate, in advance of decision-making. □ Inside the school, information is shared with instructional staff through a variety of report formats and opportunities are provided for teams and individuals to analuze and interpret this information based upon the school's teaching and learning goials. □ Information is made available to stakeholders who are not authorized users of the data system through various standard and special report formats and reporting mechanisms as appropriate.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Staff and parent meeting agendas/ minutes □ School newsletters □ Annual Report □ Board of Education Reports	□ Description of processes employed and types of data shared with stakeholders
□ Data reports	□ Description of data reporting process

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2.Data-Driven Decision Making Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of goodtechnicalquality. Multiple types of data from multiple sources are used whenever possible.	□The school is just beginning to have conversations about data-driven decision making. □The data available to the school to support decision-making is limited primarily to some demographics and student achievement results from State and national tests. □The school relies primarily on mandated testing data or other broad achievement measures and staff input rather than student and school data to evaluate its improvement strategies.	□The use of data to support decision-making is viewed as important in some contexts, but not all. □The data system is used to support some decisions about many students. □Most of the staff use the data system at least occasionally, a few use it frequently. □ A sense of common ownership towards the results being obtained in the school is emerging. □ The data system does not yet contain the data needed to monitor and adjust programs and practices, although some of this data is being collected occasionally and analyzed in other ways. School improvement efforts are focused directly on impacting student achievement. School practice does not emphasize the gathering of data on instructional practices and school processes. □ The data system is not yet fully operational. An implementation plan exists, but continuous improvement of the system is not yet an overt activity.	□The proper use of data to support decision-making is an important aspect of how the school functions. □ The data system is used to support key decisions about individual students, classroom practices, and school-wide processes and programs. □ All members of the staff make regular use the data system to support their decision processes. □ Staff confers with colleagues regarding key decisions and they share a sense of responsibility for decisions that are made regarding the resultsbeingobtained in the school. □ Key programs and processes are monitored and adjusted based on data in the system. Attention is paid to sustaining effective programs/practices and improving/ eliminatingineffective ones. □ The data system is periodicallyevaluated, opportunities for improvement noted, and modifications made.	□The school functions using"managementby fact" at all levels. □Outcome, process, perception and demographic data are routinely used in combination to derive a more complete pictureofanysituation requiring a decision. □The school has designed, built and learned to use a data systemthatanticipates and supports most of the decisions that need to be made about individual students, classrooms practices, and school-wide processes and programs. □ The data system is in daily use by all members of the staff and effectively supportsthedecisions that are being made. □ Decisions are collaborative when possible/appropriate. □ The entire staff accepts responsibility for decisions that are made regarding the results being obtained in the school. □ All programs and processes are continuously monitored and adjusted based on data in the system. Effective processes/ practicesarereplicated and institutionalized while ineffective programsaremodified or eliminated. □ The data system itself is continuously evaluated and improvements are planned/implemented as needed.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
☐ Annual Education Report ☐ School Improvement plan ☐ Intervention and/or differentiation plans	☐ Explanation of the role data and the data system plays in school and instructional improvement; use of data in differentiating instruction for individual students
☐ Meeting minutes	☐ Description of the role of data and types of data employed in school / instructional decisions
☐ Surveys	☐ Reports of the role played by data in school-based decisions

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PLEASE COPY AND USE THIS SHEET FOR NOTES AS NEEDED.

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