| Standard | | Benchmark | | Criteria | | | Suggest | Best Data / Evidence | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ltr | Name/Desc | # | Name/Desc | Ltr | Name | Key Questions | Weight | Existing | Observed | Reported | Surveyed | Narrative |
| C | **Distributed Leadership**<br><br>School staff have a shared vision and collective responsibility for student learning | 1 | **School Culture and Climate**<br><br>Staff works to create an environment conducive to effective teaching and learning | a | Safe and Orderly | *- Does a safe and orderly environment exist in the building?* | | | | | | |
| | | | | b | Learning Focused | *- Does a culture and climate focused on learner outcomes exist in the school?* | | | | | | |
| | | | | c | Inclusive/ Equitable | *- Do all students have equal access to the curriculum and learning opportunities?* | | | | | | |
| | | | | d | Collaborative Inquiry | *- Does staff engage in dialogue and reflection about teaching and learning?* | | | | | | |
| | | | | e | Data-Driven Culture | *- Do staff use data to measure the effectiveness of the school and its processes?*<br>*- Do staff use data continuously, collaboratively, and effectively to improve teaching and learning? (see V.A.1.a)* | | | | | | |
| | | | | f | Collaborative Decision-Making Process | *- Do staff engage in making decisions that impact the school community?*<br>*- Do staff take ownership for the decisions that are made?* | | | | | | |
| | | 2 | **Continuous Improvement**<br><br>Staff engages in collaborative inquiry focused on continuous improvement | a | Shared Vision / Mission | *- Are the vision and mission of the school clearly articulated to all stakeholders?* | | | | | | |
| | | | | b | Results-Focused Plan | *- Is there a school developed, written plan for continuous improvement?*<br>*- Do the improvement plan strategies and interventions support the attainment of the school's student goals as identified by data? (see V.A.1.a)*<br>*- Does the plan meet the requirements of state and federal mandates?* | | | | | | |
| | | | | c | Implemented | *- Is the plan for improvement implemented and supported by the entire school and community?* | | | | | | |
| | | | | d | Monitored | *- Is the plan for improvement continuously monitored and adjusted at least annually?* | | | | | | |

**Strand Definition:** The school identifies essential curricular content, makes certain it is sequenced appropriately, and is taught effectively in the instructional time available. Assessments used aligned to the curriculum and instructional activities.

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ltr | Name/Desc | # | Name/Desc | Ltr | Name | Key Questions | Weight | Existing | Observed | Reported | Surveyed | Narrative |
| A | Curriculum<br>There is a coherent plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge. | 1 | Written and Aligned<br>School/district written curriculum is aligned with, and references, the Michigan Curriculum Framework and Content Expectations. | a | Curriculum Document(s) | *- Does the school have current written curriculum documentation for the core areas (ELA, Math, Science, Social Studies, Fine Arts)?*<br>*- Does the school have current written curriculum documentation for all additional subject areas taught?* | | | | | | |
| | | | | b | Curricium Review | *Is written curriculum periodically reviewed and revised at least every five years?* | | | | | | |
| | | | | c | Michigan Curriculum Framework and Content Expectation Alignment | *- Does the school curriculum align with, and reference, the Michigan Curriculum Framework standards and benchmarks?*<br>*- Does the school curriculum align with, and reference, the Content Expectations for ELA, math, science and social studies?* | 1 | | | | | |
| | | | | d | Articulated Design | *- Is the written curriculum in each content area vertically aligned across grades - including Pre-K?*<br>*- Is the written curriculum horizontally aligned between grades?* | 1 | | | | | |
| | | | | e | Inclusive | *- Is the curriculum designed so that all students have access to the general education curriculum?*<br>*- Is the curriculum designed in accordance with student developmental/learning theory?* | | | | | | |
| | | 4 | Communicated<br>School/district curriculum is provided to staff, students and parents in a manner that they can understand. | a | Staff | *- Is the curriculum clear, concise, and discussed by staff?*<br>*- Do teachers know what they are expected to teach in their grade/course?*<br>*- Do teachers know the curriculum for the grade(s)/course(s) that precede and follow their current assignment - including Pre-K?* | 1 | | | | | |
| | | | | b | Students | *Are the curriculum expectations communicated to students in a manner they can understand?* | | | | | | |
| | | | | c | Parents | *Are the curriculum expectations communicated to parents in a manner they can understand?* | 1 | | | | | |

| Standard | | Benchmark | | Criteria | | | Suggest | Best Data / Evidence | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ltr | Name/Desc | # | Name/Desc | Ltr | Name | Key Questions | Weight | Existing | Observed | Reported | Surveyed | Narrative |
| B | **Instruction**<br><br>The intentional processes and practices used to facilitate student learning | 1 | **Planning**<br><br>Processes used to plan instruction | a | **Content Appropriateness** | *- Are classroom lessons aligned to the school/district's written curriculum?*<br>*- Are the planned instructional processes and practices appropriately designed around pedagogical content?* | 1 | | | | | |
| | | | | b | **Developmental Appropriateness** | *- Are the planned instructional processes and practices appropriate for the developmental level and needs of the students?*<br>*- Are the planned instructional processes and practices engaging for the students?* | 1 | | | | | |
| | | 2 | **Delivery**<br><br>Instructional practices used to facilitate student learning | a | **Enacted Curriculum** | *Does classroom instruction implement the district/school curricula?* | 1 | | | | | |
| | | | | b | **Best Practices** | *- Are research-based instructional practices being used across the curriculum?*<br>*- Is instructions differentiated to meet the needs of individual learners?* | 1 | | | | | |
| | | | | c | **Student Engagement** | *Does instructional delivery engage the students?* | 1 | | | | | |

| Standard | | Benchmark | | Criteria | | | Suggest | Best Data / Evidence | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ltr | Name/Desc | # | Name/Desc | Ltr | Name | Key Questions | Weight | Existing | Observed | Reported | Surveyed | Narrative |
| C | **Assessment**<br><br>Systematic gathering of multiple sources of evidence to monitor student learning | 1 | **Aligned to Curriculum and Instruction**<br><br>Assessments are aligned to the school's curricula and instruction | a | **Alignment / Content Validity** | *Are assessments aligned with the curricula and instruction (written and enacted)?* | | | | | | |
| | | | | b | **Consistency / Reliability** | *- Are assessments reliable? (Are they stable sources of information?)*<br>*- Do different sources of information (e.g., tests, rubrics, teachers, and so forth) produce comprehensive and/or comparable results?* | | | | | | |
| | | | | c | **Multiple Measures** | *Are multiple measures (on-going classroom/district assessments, student portfolios, behavioral, MEAP, standardized, etc.) used to evaluate student learning? Are enrolling students assessed - including Pre-K?* | 1 | | | | | |
| | | 2 | **Reporting and Use of Data**<br><br>Assessment results are communicated to, and used by, staff, students and parents. | a | **Reporting** | *- Are assessment results reported to staff in a timely manner and in a form they can use?*<br>*- Are assessment results reported to parents in a timely manner and in a form they can use?*<br>*- Are assessment results reported to students in a timely manner and in a form they can use?* | | | | | | |
| | | | | b | **Informs Curriculum and Instruction** | *Are data used to determine/improve curriculum and instruction at the building and classroom levels?*<br>*- Are data used to determine/improve student learning?* | 1 | | | | | |
| | | | | c | **Meets Student Needs** | *- Are assessment results used to identify and assist students who did not do well on the assessments?*<br>*- Are students re-assessed on skills they have not previously attained?*<br>*- Do students use data and related staff feedback to monitor and improve their own performance?* | | | | | | |

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

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ltr | Name/Desc | # | Name/Desc | Ltr | Name | Key Questions | Weight | Existing | Observed | Reported | Surveyed | Narrative |
| A | **Personnel Qualifications**<br>Staff qualifications, knowledge and skills support student learning | 1 | **Requirements**<br>Staff meet requirements for position held | a | Certification / Requirements | *Do staff hold necessary certification(s) and/or meet applicable requirements?* | | | | | | |
| | | | | b | NCLB (Highly Qualified) | *Does impacted staff meet requirements as specified in the law?* | | | | | | |
| | | 2 | **Skills, Knowledge and Dispositions**<br>Staff have the professional skills to be effective in their positions | a | Content Knowledge | *Does staff have substantial content knowledge in their assigned area?* | | | | | | |
| | | | | b | Communication | *Does staff communicate effectively with students, parents and peers?* | | | | | | |
| | | | | c | School / Classroom Management | *Does staff establish and use structures to maximize student learning?*<br>*Does staff utilize strategies to maximize student learning?* | | | | | | |
| | | | | d | Collaboration | *Does staff collaborate on student learning?* | | | | | | |
| | | | | e | Student-Centered | *Does staff put the needs of students first?* | | | | | | |
| | | | | f | Instructional Technology | *Does staff possess instructional technology skills?* | | | | | | |

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