

Curriculum

1 - The school has an enacted curriculum that is aligned with the Utah State Core Curriculum.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>The enacted curriculum is not aligned with the Utah State Core Curriculum; instead, it is based on other resources such as textbooks.</p>	<p>The enacted curriculum in some subject areas is fully aligned with the Utah State Core Curriculum, or the implemented curriculum in most subject areas is partially aligned with the Utah State Core Curriculum.</p>	<p>The enacted curriculum for all core academic subject areas is fully aligned with the Utah State Core Curriculum.</p>	<p>The enacted curriculum, supporting materials, and other resources for all subject areas are all fully aligned with the Utah State Core Curriculum.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Curriculum

2 - The enacted curriculum provides access to the Utah State Core Curriculum for all students.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
The enacted curriculum provides little or no access to the Utah State Core Curriculum.	The enacted curriculum provides access to the Utah State Core Curriculum for some students.	The enacted curriculum provides access to the Utah State Core Curriculum for all students.	The enacted curriculum provides access to the Utah State Core Curriculum for all students and the strengths of the staff are matched with the needs of the students.
Evidence: Check all that apply <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group		Comments	

Curriculum

3 - Grade levels and departments collaborate to reach common curricular goals. (Horizontal articulation)

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Few or no grade levels and departments collaborate to reach common curricular goals. There is little or no horizontal curriculum within academic content areas taught at the school.</p>	<p>Some grade levels and departments collaborate to reach common curricular goals. There is horizontal articulation within some academic content areas taught at the school.</p>	<p>Grade levels and departments collaborate to reach common curricular goals. There is ongoing horizontal articulation within all academic content areas taught at the school.</p>	<p>Grade levels and departments collaborate to reach common curricular goals. There is ongoing horizontal articulation within all academic content areas taught at the school. Educators collaborate on scheduling, lesson development, progress monitoring within units, and summative assessments. Their collaboration informs their plans for the following year.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Curriculum

4 - There is effective curricular coordination and articulation among all grade levels within the school as well as with other schools in the district. (Vertical articulation)

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>There is little or no apparent curricular coordination and articulation between grade levels within the school or with other schools in the district.</p>	<p>There is curricular coordination and articulation between some grade levels within the school and with some of the other schools in the district.</p>	<p>There is effective curricular coordination and articulation between all grade levels within the school and with other schools in the district.</p>	<p>There is effective curricular coordination and articulation between all grade levels within the school and with other schools in the district. Teachers understand what students are expected to know and be able to do at all grade levels and are provided time for consistent collaborative planning opportunities.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Curriculum

5 - Curriculum expectations are communicated to all stakeholders.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Curriculum expectations are not communicated to parents or students.	Curriculum expectations are occasionally communicated to parents and/or students.	Curriculum expectations are regularly communicated to all parents and students.	Curriculum expectations are regularly communicated to all parents, students, and the community. The administration and each teacher document and communicate what students need to know and be able to do at the conclusion of each grade and course.
Evidence: Check all that apply <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group		Comments	

Teaching and Learning

1 - The enacted curriculum emphasizes the development of critical thinking and decision-making skills.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>There is little or no emphasis on incorporating critical thinking, analyzing information, comprehending new ideas, problem solving, and sound decision-making skills in the curriculum.</p>	<p>There is some emphasis on incorporating critical thinking, analyzing information, comprehending new ideas, communicating, collaborating, problem solving, and sound decision-making skills in the curriculum.</p>	<p>There is strong emphasis on incorporating critical thinking, analyzing information, comprehending new ideas, communicating, collaborating, problem solving, and sound decision-making skills in the curriculum for all students.</p>	<p>There is a strong emphasis on incorporating critical thinking, analyzing information, comprehending new ideas, problem solving, and sound decision-making skills in the curriculum for all students. Students are required to demonstrate the application of these skills.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Teaching and Learning

2 - The enacted curriculum emphasizes the development of communication and collaboration skills.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
There is little or no emphasis on communication and collaboration skills in the curriculum.	There is some emphasis on communication and collaboration skills in the curriculum.	There is a strong emphasis on communication and collaboration skills in the curriculum for all students.	There is a strong emphasis on communication and collaboration skills in the curriculum for all students. Students are required to demonstrate the application of these skills.
Evidence: Check all that apply <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group		Comments	

Teaching and Learning

3 - Teachers demonstrate strong content knowledge and are NCLB highly qualified to teach the subject matter.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Few core content teachers demonstrate strong content knowledge in daily classroom instruction. Few are appropriately certified.	Most core content teachers demonstrate strong content knowledge in daily classroom instruction. Most are appropriately certified.	All core content teachers demonstrate strong content knowledge in daily classroom instruction. All are appropriately certified.	All teachers demonstrate strong content knowledge in daily classroom instruction. All are appropriately certified and at least some are seeking or have attained National Board Certification and/or an advanced degree.
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Teaching and Learning

4 - Teachers use culturally responsive instructional strategies.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Teachers have limited knowledge of effective strategies to address the unique needs of students from different cultural and linguistic backgrounds. Teachers rarely customize instruction to respond to the linguistic and cultural needs of their students.</p>	<p>Teachers recognize and have some knowledge of the various cultural backgrounds of their students and are beginning to implement culturally responsive instructional strategies to meet the students' linguistic and cultural needs.</p>	<p>Teachers recognize the need to customize instruction. They have knowledge of culturally responsive instructional strategies to serve students from the diverse backgrounds represented in their classrooms. They implement instructional strategies to meet the linguistic needs and cultural backgrounds of their students.</p>	<p>Teachers recognize the need to customize instruction and seek additional information about the linguistic and cultural needs of their students. They have extensive knowledge of culturally responsive instructional strategies to serve students from the diverse backgrounds represented in their classrooms. They implement instructional strategies to meet the linguistic needs and cultural backgrounds of their students.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Teaching and Learning

5 - Educators and staff collaborate, with a focus on the Utah State Core Curriculum, instruction, and assessment for improved student achievement.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Educators and staff rarely collaborate to plan and implement or adjust instruction based on student progress.</p>	<p>Educators and staff sometimes collaborate to plan and implement standards-based instruction. They occasionally collaborate to examine assessment results to adjust instruction.</p>	<p>Educators and staff regularly collaborate to plan and implement standards-based instruction. They examine student work and other evidence to monitor progress and adjust instruction. Educators and staff constructively analyze practices and procedures.</p>	<p>Educators and staff frequently collaborate to plan and implement standards-based instruction. They examine student work and other evidence to monitor progress and adjust instruction. Educators and staff constructively analyze practices and procedures. Educators and staff identify individual student strengths and weaknesses and next steps for instruction.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 			<p>Comments</p>

Teaching and Learning

6 - Effective, varied, and differentiated research-based instructional strategies and materials are used to meet the needs of all students.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Few teachers use differentiated research-based instruction to meet the needs of individual students and student groups. Few teachers vary instructional strategies and materials.</p>	<p>Some teachers use differentiated research-based instruction to meet the needs of individual students and student groups. Some teachers vary instructional strategies and materials.</p>	<p>Most teachers use differentiated research-based instruction to meet the needs of individual students and student groups. Most teachers vary instructional strategies and materials.</p>	<p>All teachers use differentiated research-based instruction to meet the needs of individual students and student groups. All teachers vary instructional strategies and materials.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Teaching and Learning

7 - Teachers manage classroom behavior so that students are actively engaged in learning.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>The majority of teachers do not establish clear management routines and expectations and/or do not attempt to engage their students in assuming responsibility for their behaviors. Students are sometimes on task and actively engaged in learning.</p>	<p>Some teachers establish clear routines and behavioral expectations that support social and academic learning in the classroom and are beginning to engage their students in assuming responsibilities for the management of these routines and expectations. Students are often on task and actively engaged in learning.</p>	<p>Most teachers establish clear routines and behavioral expectations that support social and academic learning in the classroom. Students are engaged in learning how to manage themselves according to these routines and expectations. Students are on task and actively engaged in learning. Effective instructional time is maximized.</p>	<p>All teachers establish clear routines and behavioral expectations that support social and academic learning in the classroom. Students manage themselves according to these routines and expectations and monitor others for this purpose. Discipline is routinely handled in the classroom. Students are on task and actively engaged in learning. Effective instructional time is maximized.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Teaching and Learning

8 - Students are provided with additional instruction and intervention as needed to improve achievement.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Students are rarely provided with additional instructional opportunities and interventions. There is little variety in times available or content offered. There is no process to identify students who need additional instruction and intervention. Participation is limited.</p>	<p>Students are provided with additional instruction and intervention as needed to improve achievement during the school day, before or after school, and/or during the summer. There is a process to identify students who need additional instruction and intervention. Some students who are identified participate.</p>	<p>Students are provided with additional instruction and intervention as needed to improve achievement during the school day, before or after school, and/or during the summer. There is a process to identify students who need additional instruction and intervention. Most students who are identified participate. Participation results in improved achievement.</p>	<p>Students are provided with additional instruction and a variety of interventions as needed to improve achievement during the school day, before or after school, and/or during the summer. There is a process to identify students who need additional instruction and intervention. All students who are identified participate. Participation results in improved achievement.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Teaching and Learning

9 - Teachers and students use technology effectively in classroom activities and instruction.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Technology is not readily accessible or available to teachers or students and is infrequently used for teaching and learning.</p>	<p>Technology is readily available, but is not used by teachers or students as an integral part of the instructional program.</p>	<p>Technology is readily available. Teachers effectively use technology as an integral part of instruction in all content areas. Most students are proficient in the use of technology for specific learning purposes.</p>	<p>Technology is readily available. Teachers and students effectively use a variety of technology as an integral part of instruction in all content areas. Teachers support students in making choices in the use of technology. All students are proficient in the use of technology for specific learning purposes.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Teaching and Learning

10- Teachers use instructional strategies that facilitate transfer of knowledge.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Few teachers use instructional strategies designed to transfer knowledge to authentic settings.	Most teachers use instructional strategies designed to transfer knowledge to authentic settings.	All teachers use instructional strategies designed to transfer knowledge to authentic settings.	All teachers use instructional strategies designed to transfer knowledge to authentic settings. Students demonstrate their learning in authentic settings.
Evidence: Check all that apply <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group		Comments	

Assessment

1 - Classroom assessments of student learning are ongoing, rigorous, and aligned with core content.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Classroom assessments of student learning are infrequent, lack variety and rigor, and do not align with core content.	Classroom assessments of student learning are either infrequent, lack variety or rigor, or do not align with core content.	Classroom assessments of student learning are ongoing, varied, rigorous, and aligned with core content.	Classroom assessments of student learning are ongoing, varied, rigorous, and aligned with core content. Assessment information is regularly shared with parents and is used to initiate immediate intervention.
Evidence: Check all that apply <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group		Comments	

Assessment

2 - Both formative and summative evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Neither formative nor summative evaluation data have been analyzed to plan for continuous improvement for each student, subgroups of students, and the school as a whole.	Only formative or summative evaluation data are analyzed to plan for continuous improvement for each student, subgroups of students, and the school as a whole.	Both formative and summative evaluation data are analyzed to plan for continuous improvement for each student, subgroups of students, and the school as a whole.	A systematic process is in place to analyze academic achievement data, school context and climate data, as well as school demographic data for continuous improvement for each student, subgroups of students, and the school as a whole. Formative assessments and/or benchmark tests are given in all core content areas.
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Assessment

3 - Educators and staff systematically analyze assessment data to determine the effectiveness of programs and materials.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Educators and staff have not participated in a system of analyzing assessment data to determine the effectiveness of programs and materials.	Educators and staff are beginning to participate in a system of analyzing assessment data to determine the effectiveness of programs and materials.	Educators and staff participate regularly in systematically analyzing assessment data to determine the effectiveness of programs and materials.	Educators and staff participate in systematically analyzing assessment data to determine the effectiveness of programs and materials. They adjust programs or reallocate resources based on data analysis.
Evidence: Check all that apply <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group		Comments	

Assessment

4 - Performance standards are clearly communicated, evident in classrooms, and observable in student work.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Performance standards are neither clearly communicated nor evident in classrooms or student work.	Performance standards are evident in classrooms and observable in student work on a limited basis.	Performance standards are clearly communicated, evident in classrooms, and observable in student work.	Performance standards are clearly communicated, evident in classrooms, and observable in student work. Teachers document and communicate daily curricular expectations. Students articulate performance standards in all content areas.
Evidence: Check all that apply <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group		Comments	

Assessment

5 - Ongoing, specific, constructive feedback is given to students.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Students rarely receive specific, constructive feedback on their performances.	Students receive occasional, specific, constructive feedback on their performances.	Students receive ongoing, specific, constructive feedback on their performances.	Students receive daily, specific, constructive feedback and use the feedback to improve their performances.

<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"><input type="checkbox"/> Interview<input type="checkbox"/> Documentation<input type="checkbox"/> Observation<input type="checkbox"/> Focus Group	<p>Comments</p>
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Assessment

6 - Teachers use common assessments to evaluate student learning and inform instruction.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Teachers rarely or never use common assessments or rubrics. Assessments are not based on Utah State Core Curriculum Standards.</p>	<p>Teachers at some grade levels and in some subject areas collaboratively design common assessments based on Utah State Core Curriculum Standards, but do not collaboratively discuss and use the results to improve student learning and lesson planning.</p>	<p>Teachers collaboratively design common assessments based on Utah State Core Curriculum Standards. Teachers meet to discuss and use the results to improve student learning and lesson planning.</p>	<p>Teachers collaboratively design common assessments based on Utah State Core Curriculum Standards. These common assessments are available and utilized by all teachers. Teachers meet to discuss and use the results to improve student learning and lesson planning.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Professional Development

1 - Professional development is provided for school administrators, teachers, and staff that has a direct connection to student achievement data.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Professional development is provided for school administrators, teachers, and staff with no regard for its impact on student achievement.</p>	<p>Professional development is provided to meet the needs of school administrators, teachers, and staff with little regard for its impact on student achievement.</p>	<p>Professional development is provided for school administrators, teachers, and staff that addresses the learning needs of students identified through analysis of assessment data and student work.</p>	<p>Professional development is planned to meet the identified needs of incoming students because vertical articulation allows students to be matched to the strengths of the teachers at the next grade level. Teachers whose students do not meet certain standards receive professional development tied directly to the achievement of those standards.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Professional Development

2 - Professional development helps teachers, administrators, and staff acquire deeper knowledge of curriculum content.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Teachers, administrators, and staff rarely attend professional development that deepens content knowledge.	Teachers, administrators, and staff use their own resources to attend professional development that deepens content knowledge.	Teachers, administrators, and staff regularly attend professional development that deepens content knowledge. Teachers, administrators, and staff are provided time and financial support to pursue and apply professional development.	Teachers, administrators, and staff regularly attend professional development that deepens content knowledge. Teachers, administrators, and staff are provided time and financial support to pursue and apply professional development. Knowledge is shared with colleagues in professional learning communities.
Evidence: Check all that apply <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group		Comments	

Professional Development

3 - Professional development helps educators and staff acquire greater knowledge of effective, research-based, content-specific pedagogy.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Educators and staff rarely attend professional development to improve pedagogical knowledge and skills.</p>	<p>Educators and staff use their own resources to attend professional development to acquire greater pedagogical knowledge and skills.</p>	<p>Educators and staff regularly attend professional development to acquire and apply greater knowledge of effective, research-based, content-specific pedagogy. Educators and staff are provided time and financial support to pursue and apply professional development.</p>	<p>Educators and staff regularly attend professional development to acquire and apply greater knowledge of effective, research-based, content-specific pedagogy. Educators and staff are provided time and financial support to pursue and apply professional development. Knowledge is shared with colleagues in professional learning communities.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Professional Development

4 - Adequate resources for professional development are provided.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Neither the schools' schedule nor budget supports professional development opportunities. Professional development occurs on an individual basis.</p>	<p>The professional development schedule and budget are aligned with student learning goals. Faculty meetings are not used for professional development and collaboration.</p>	<p>The professional development schedule and budget are aligned with student learning goals and support teacher involvement with compensation. Resources are provided for ongoing and sustainable professional development. Faculty meetings are used for professional development and collaboration.</p>	<p>The professional development schedule and budget are aligned with student learning goals and support teacher involvement with compensation. Resources are provided for ongoing and sustainable professional development. Faculty meetings are used for professional development and collaboration, and are strategically planned to improve student achievement.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Professional Development

5 - Professional development is provided based on teacher need.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Individualized professional development is not provided. Few or no teachers participate in individualized professional development.	Individual teachers are provided with limited opportunities for customized professional development to meet student achievement and teacher quality issues.	All teachers are provided with opportunities for customized professional development to meet student achievement and teacher quality issues.	All teachers participate in customized professional development to meet student achievement and teacher quality issues.
Evidence: Check all that apply <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group		Comments	

Leadership

1 - School leaders incorporate data systematically into the school improvement plan and translate the information into concrete action steps.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>School leaders rarely conduct an analysis of disaggregated data as part of the school's improvement planning process.</p>	<p>School leaders conduct an analysis of disaggregated data during the school's improvement planning process, but do not intentionally use the data for decisions.</p>	<p>School leaders conduct an analysis of disaggregated data and use the analysis to develop the school's improvement plan, identify goals, and devise concrete action steps.</p>	<p>In concert with teacher leaders and school community council members, school leaders conduct an analysis of disaggregated data and other indicators of student academic performance to develop the school's improvement plan. School leaders use the analysis to identify goals and devise specific concrete action steps.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 			<p>Comments</p>

Leadership

2 - School leaders effectively manage and organize the school to improve student achievement.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>School leaders have made minimal changes in the organizational structure and management of the school to improve student achievement.</p>	<p>School leaders have made some changes in the organizational structure and management of the school to improve student achievement. The efforts are not comprehensive.</p>	<p>School leaders consider the needs of students and staff and institute changes in organizational structure (e.g., scheduling, hiring, allocating staff) to improve student achievement.</p>	<p>School leaders actively seek creative management and organizational solutions to improve student achievement. They are effective in transforming the school as measured by the school's continued ability to achieve and sustain their goals. Organizational structures encourage collaboration. They readily involve teachers and staff in planning and implementation strategies and focus on results.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Leadership

3 - School leaders allocate resources and tools necessary for school improvement and increased student achievement.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>School leaders allocate resources and tools on an equal distribution basis without regard for impact on student achievement goals.</p>	<p>School leaders allocate some, but inadequate, resources and tools necessary for school improvement and increased student achievement.</p>	<p>School leaders allocate resources and tools necessary for school improvement to achieve student achievement goals.</p>	<p>School leaders consistently allocate resources and tools necessary for school improvement. They regularly seek additional resources and tools to enhance improvement efforts. They tightly align resources to student achievement goals.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Leadership

4 - School leaders systematically monitor the effectiveness of teachers and instructional programs.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>School leaders rarely monitor the effectiveness of teachers and instructional programs.</p>	<p>School leaders inconsistently monitor the effectiveness of teachers and instructional programs.</p>	<p>School leaders regularly monitor the effectiveness of teachers and instructional programs using explicit criteria.</p>	<p>School leaders regularly monitor the effectiveness of teachers and instructional programs using explicit criteria and providing useful feedback that result in improved practice and programs. They confront poor performance and expect improvement.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Leadership

5 - School leaders strategically communicate information regarding school improvement and student achievement to appropriate stakeholder groups.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
School leaders rarely communicate information regarding school improvement and student achievement.	School leaders sometimes communicate information regarding school improvement and student achievement to appropriate stakeholder groups.	School leaders regularly communicate information regarding school improvement and student achievement to appropriate stakeholder groups. Communication is intentional, understandable, and focused.	School leaders regularly and frequently communicate information regarding school improvement and student achievement to appropriate stakeholder groups. Communication is two-way, intentional, understandable, and focused and is the basis for taking action.
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Leadership

6 - Educators and staff communicate effectively with families about individual student progress toward achievement of core curriculum standards.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Educator and staff communication with families is limited to required activities such as parent/teacher conferences.</p>	<p>Educators and staff occasionally communicate with families about individual student progress and achievement of core curriculum standards.</p>	<p>Educators and staff consistently and effectively communicate with families about individual student progress and achievement of core curriculum standards. Educators and staff are accessible. Parent concerns are heard, understood, and addressed.</p>	<p>Educators and staff consistently and effectively communicate with families about individual student progress and achievement of core curriculum standards. Educators and staff provide families with ideas for helping students achieve. Educators and staff are accessible and actively seek parent input. Parent concerns are solicited, heard, understood, and addressed.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Leadership

7 - Educators and staff engage parents as partners in their children's education and encourage their participation in school programs by actively removing any barriers to their involvement.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Educators and staff provide few opportunities for parents to participate in their children's education. Educators and staff make no attempt to remove barriers to family and community involvement.</p>	<p>Educators and staff inform parents about their children's progress, and some parents are involved in classrooms and school programs. Educators and staff make attempts to remove barriers to involvement.</p>	<p>Educators and staff involve parents as partners in their children's education. They monitor attendance and inform parents. They encourage parent participation in school programs. Most barriers to involvement have been actively removed.</p>	<p>Educators and staff routinely engage all parents as partners in their children's education. They have strategies for working with parents on their child's attendance. The school has a set process for including parents in school programs. Barriers have been eliminated.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

Parent/Community Involvement

1 - All stakeholders are active partners in decision making and participate in schoolwide improvement.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Stakeholders are rarely encouraged to provide input on decisions relating to schoolwide improvement.	Stakeholders have limited input in decision making and schoolwide improvement efforts.	Stakeholders actively participate in decision making and in schoolwide improvement.	The school fully includes all stakeholders in all schoolwide improvement efforts and actively recruits representation from hard to reach groups.
Evidence: Check all that apply <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group		Comments	

Parent/Community Involvement

2 - Educators and staff actively seek partnerships with local community businesses, organizations, and institutions of higher education to impact student achievement.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Educators and staff rarely attempt to involve the local community, businesses, organizations, or institutions of higher education.	Educators and staff discuss possible partnerships with the local community, businesses, organizations, or institutions of higher education if approached.	Educators and staff actively seek partnerships with local community businesses, organizations, and institutions of higher education to impact student achievement. They have formed at least one partnership.	Educators and staff are actively involved in multiple partnerships with local community businesses, organizations, and institutions of higher education in one or more programs that directly impact student achievement.
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

School Culture/Climate

1 - The instructional organization of the school and the classroom supports the achievement of all students and disaggregated student groups.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>Instructional resources—including time, teacher assignments, and classroom organizational structures—are managed in traditional ways without regard to student achievement. Classroom instruction is frequently interrupted.</p>	<p>The school is beginning to allocate instructional resources—including time, teacher assignments, and classroom organizational structures—with an attempt to improve student achievement. Disruption of instruction is intentionally being reduced.</p>	<p>Instructional resources—including time, teacher assignments, and classroom organizational structures—are being managed in alignment with analysis of student achievement for individuals and disaggregated groups. There is minimal disruption of instruction.</p>	<p>Instructional resources—including time, teacher assignments, and classroom organizational structures—are reallocated to support student achievement for individuals and disaggregated groups. The use of instructional resources is creative, innovative, aligned, and research-based and is managed to maximize student achievement. Instruction is only disrupted for emergencies.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

School Culture/Climate

2 - Student achievement is highly valued and publicly celebrated.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
There is no public acknowledgment of student achievement.	The teachers recognize student achievement in their own classrooms.	The school and teachers recognize and celebrate student achievement publicly and on a regular basis.	There is a conscious effort to recognize and celebrate a wide variety of students and teachers and their achievements. Schools and districts provide opportunities for the accomplishments of students and teachers to be recognized at local, state, and national levels.
Evidence: Check all that apply <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group		Comments	

School Culture/Climate

3 - Staff, students, and the school community share a set of goals and practices aligned with a common vision for the purpose of fostering academic achievement for all students and disaggregated student groups.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>The staff, students, and the school community do not have a common vision or a set of common goals for the purpose of fostering academic achievement for all students and disaggregated student groups.</p>	<p>The staff, students, and the school community are developing a common vision, goals, and practices for the purpose of fostering academic achievement for all students and disaggregated student groups.</p>	<p>The staff, students, and the school community share common goals and practices aligned with a common vision for the purpose of fostering academic achievement for all students and disaggregated student groups.</p>	<p>The staff, students, and the school community share and consistently implement common goals and practices aligned with a common vision for the purpose of fostering academic achievement for all students and disaggregated student groups.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	

School Culture/Climate

4 - School rules, practices, and activities foster a sense of community and belonging.

<input type="checkbox"/> Minimal	<input type="checkbox"/> Partial	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<p>School rules, practices, and activities are based only on tradition without input from the school community.</p>	<p>Decisions about school rules, practices, and activities are being made with limited input from the school community.</p>	<p>School rules, practices, and activities are developed with input from the whole school community. Educators exhibit positive, nurturing relationships with students.</p>	<p>School rules, practices, and activities are developed with input from the whole school community. The traditions of the school evolve to welcome all school community members. School pride is evident. Educators exhibit positive, nurturing relationships with students and the school community.</p>
<p>Evidence: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Observation <input type="checkbox"/> Focus Group 		<p>Comments</p>	